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ABSTRACT

The participant's manual contains training materials for a national teleconference on coalition building for systems advocacy in agencies concerned with independent living for people with disabilities. Preliminary materials include the conference agenda, background information about the trainers, and organizational information on Independent Living Research Utilization and the National Council on Independent Living. The first section is titled "The Legislative Coalition for People with Disabilities (LCPD): Leadership Training--2002-2003" and contains a leadership roster, a meeting schedule, blank forms, the LCPD bylaws, and general information about LCPD. The next section, "Learn How To Be a 10-Minute Advocate," provides such advocacy tools and resources as four steps to becoming involved in the legislative advocacy process; 19 golden rules of advocacy; and guidelines for calling, testifying, visiting, or writing policymakers. The third section is titled: "Legislative Coalition for People with Disabilities." It includes samples of a committee chair job description, a committee chair contact checklist, a list of committee responsibilities during the legislative session, and 2002 fact sheets. The following section contains the legislative advocacy training program developed by the Boston (Massachusetts) Center for Independent Living. The final section presents an example of a successful coalition in New York State. Attached are the teleconference participants' list and evaluation forms. (DB)

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IL NET Presents...

ED 479 117

Teleconference: Coalition Building for Systems Advocacy

August 21, 2002

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Expanding the Power of the Independent Living Movement

IL NET

an ILRU/NCIL National Training and Technical Assistance Project

Expanding the Power of the Independent Living Movement

COALITION BUILDING FOR SYSTEMS ADVOCACY

A National Teleconference

Participant's Manual

August 21, 2002

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Coalition Building for Systems Advocacy
A National Teleconference

Participant's Manual
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Coalition Building For Systems Advocacy

A National Teleconference

August 21, 2002

3:00 p.m. – 5:00 p.m. Eastern Time

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ABOUT THE TRAINERS

Corey Rowley is the Executive Director of the Utah Statewide Independent Living Council and the past chair of the Utah Legislative Coalition for People with Disabilities. In that position, Rowley authored, negotiated, organized and advocated for disability rights legislation in the Utah State Legislature. Rowley is a board member of the National Council on Independent Living. She is Chair of the newly formed NCIL Health Care Committee and Chairperson of the NCIL Assistive Technology Committee. During the last reauthorization of the Tech Act, Rowley was active in the national debate and was invited to present testimony to the Senate Labor and Human Resources Committee.

Courtland Townes III is Director of Advocacy and Public Policy at the National Council on Independent Living where he works with disability rights coalitions, the IL grassroots, Congress, and the White House to develop and support disability rights policy. Previously he held the positions of Co-Executive Director and Director of Services at the Boston Center for Independent Living, for three years and four years respectively. Prior to his employment at NCIL, he was on the NCIL board of directors and chaired the NCIL Civil Rights Committee for six years.

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ABOUT ILRU

The Independent Living Research Utilization (ILRU) Program was established in 1977 to serve as a national center for information, training, research, and technical assistance for independent living. In the mid-1980's, it began conducting management training programs for executive directors and middle managers of independent living centers in the U.S.

ILRU has developed an extensive set of resource materials on various aspects of independent living, including a comprehensive directory of programs providing independent living services in the U.S. and Canada.

ILRU is a program of TIRR, a nationally recognized, free-standing rehabilitation facility for persons with physical disabilities. TIRR is part of TIRR Systems, a not-for-profit corporation dedicated to providing a continuum of services to individuals with disabilities. Since 1959, TIRR has provided patient care, education, and research to promote the integration of people with physical and cognitive disabilities into all aspects of community living.

ABOUT NCIL

Founded in 1982, the National Council on Independent Living is a membership organization representing independent living centers and individuals with disabilities. NCIL has been instrumental in efforts to standardize requirements for consumer control in management and delivery of services provided through federally-funded independent living centers.

Until 1992, NCIL's efforts to foster consumer control and direction in independent living services through changes in federal legislation and regulations were coordinated through an extensive network and involvement of volunteers from independent living centers and other organizations around the country. Since 1992, NCIL has had a national office in Arlington, Virginia, just minutes by subway or car from the major centers of government in Washington, D.C. While NCIL continues to rely on the commitment and dedication of volunteers from around the country, the establishment of a national office with staff and other resources has strengthened its capacity to serve as the voice for independent living in matters of critical importance in eliminating discrimination and unequal treatment based on disability.

Today, NCIL is a strong voice for independent living in our nation's capital. With your participation, NCIL can deliver the message of independent living to even more people who are charged with the important responsibility of making laws and creating programs designed to assure equal rights for all.

ABOUT THE IL NET

This training program is sponsored by the IL NET, a collaborative project of the Independent Living Research Utilization (ILRU) of Houston and the National Council on Independent Living (NCIL).

The IL NET is a national training and technical assistance project working to strengthen the independent living movement by supporting Centers for Independent Living (CILs) and Statewide Independent Living Councils (SILCs).

IL NET activities include workshops, national teleconferences, technical assistance, on-line information, training materials, fact sheets, and other resource materials on operating, managing, and evaluating centers and SILCs.

The mission of the IL NET is to assist in building strong and effective CILs and SILCs which are led and staffed by people who practice the independent living philosophy.

The IL NET operates with these objectives:

- Assist CILs and SILCs in managing effective organizations by providing a continuum of information, training, and technical assistance.

- Assist CILs and SILCs to become strong community advocates/change agents by providing a continuum of information, training, and technical assistance.

- Assist CILs and SILCs to develop strong, consumer-responsive services by providing a continuum of information, training, and technical assistance.

The Legislative Coalition for People with Disabilities

Leadership Training 2002-2003

(Contains excerpts from Leadership Training 2002-2003 Manual published by the Legislative Coalition from People with Disabilities, a Utah based Coalition. Reprinted with permission)

2002-2003 LEADERSHIP TRAINING MANUAL
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Never doubt . . .
Paradigm Shifts
Pathways
Sheet Protector

June 7, 2002

LCPD LEADERSHIP ROSTER

[excerpts]

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The Legislative Coalition for People with Disabilities

"Citizens Working Together to Improve Public Policy"

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Vice-Chair - Pete Shingledecker - 265-1748
Secretary - Leslie Gertsch - 262-1156
Past-Chair - Corey Rowley - 463-1592
Chair Representative

LCPD Meeting Schedule for 2002-2003

Sep	13	12:30 p.m.	DSBVI
Oct	11	12:30 p.m.	DSBVI
Nov	8	9:30 a.m.-3:30 p.m.	***Annual Conference***, DSBVI Multi-purpose Room
Dec	13	12:30 p.m.	DSBVI
Jan	10	12:30 p.m.	DSBVI
Jan	22	4:00 p.m.-6:00 P.M.	***Reception with Legislators***, State Capitol Rotunda. (Due to re-modeling parking will be limited; plan to use the bus or carpool.)
Jan	24	12:30 p.m.	DSBVI
Jan	31	12:30 p.m.	DSBVI
Feb	7	12:30 p.m.	DSBVI
Feb	14	12:30 p.m.	DSBVI
Feb	21	12:30 p.m.	DSBVI
Feb	28	12:30 p.m.	DSBVI
Mar	14	12:30 p.m.	DSBVI

NOTE: The DSBVI (Division of Services for the Blind and Visually Impaired) Building is located at 250 North 1950 West, Salt Lake City.

You *must* call at least five days prior to meeting to request accommodations!

LCPD VOLUNTEER HOURS AND MILEAGE REPORT

NAME MONTH YEAR

Date	Hours	Mileage	Contacts
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Date	Hours	Mileage	Contacts
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			

Governors Staff (including Office of Planning and Budget Analyst[s]) I visited/talked to this month:

Legislative Fiscal Analyst(s) I visited/talked to this month:

Agency Representatives I visited/talked to this month:

Board, Committee, Workshop, Taskforce, etc., meetings I attended this month:

Concerns I have:

Other:

LEADERSHIP REPORT FORM

NAME MONTH YEAR

Day	Meeting/Activity	Person(s) Contacted	Hours	Miles
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
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NOTE: **"Hours" includes travel time; "miles" includes those an agency or organization may reimburse you for — it is still *someone's* "donation". This form may help you in tracking volunteer work for your tax returns.**

The Legislative Coalition for People with Disabilities

BYLAWS

Article I
Purpose

I. Purpose

1.01 INTENT OF THE COALITION

The Legislative Coalition for People with Disabilities, hereafter referred to as LCPD, has been established by the Utah Governor's Council for People with Disabilities to advocate for individuals with disabilities. The Intent of the LCPD is to represent the interests of all disability areas and the full range of ages. Its purpose includes: in the State of Utah.

A. To advocate by educating the Governor of Utah, State Legislators, Congressional Delegations, Agencies, Departments, Divisions and the general public, about legislative issues and funding affecting people with disabilities.

B. To advocate by coordinating efforts with others who work to improve conditions for people with disabilities.

C. To educate volunteers to be effective advocates through training and mentoring.

Article II
Membership

II. Membership

2.01 MEMBERSHIP CRITERIA/PROCEDURES

Membership in the Legislative Coalition for People with Disabilities shall represent all people with disabilities. Membership may be granted to consumers, parents, relatives and other interested advocates upon the following:

A. Membership forms must be filled out by all individuals wishing to be considered a member of the LCPD.

B. Official membership is in effect thirty (30) days after completed membership form is filed at the LCPD office.

2.02 NON VOTING MEMBERS
The LCPD staff and government employees whose employment relates to disabilities are considered non-voting members and shall serve as resources and provide technical assistance to LCPD members and committees.

Article III
Meetings

III. Meetings
3.01 ANNUAL MEETING
The annual meeting of the LCPD shall be held in the Spring of each year, or as soon as practical thereafter.

The purpose of the annual meeting shall be to elect officers and to conduct other business as needed.

3.02 REGULAR MEETINGS
The LCPD shall hold regular meetings at least six (6) times a year.

Meetings during the Legislative session may occur weekly.

3.03 SPECIAL MEETINGS
Special meetings may be called by the Executive Committee.

3.04 EXECUTIVE SESSIONS
All regular and special meetings of the LCPD shall be open to the public and the media. The LCPD may adjourn to executive session upon a two-thirds (2/3) vote of the quorum for the purpose of maintaining privacy or confidentiality for individuals.

3.05 RULES OF ORDER
Business shall be transacted in accordance with Robert's Rules of Order Newly Revised.

Article IV
Voting

IV. Voting
4.01 VOTING ELIGIBILITY
An individual must file an LCPD Membership form thirty (30) days before voting privileges are established.

4.02 QUORUM
Voting members of the LCPD present at a regularly called meeting may transact business and shall constitute a quorum.

4.03 APPROVAL OF ISSUES
Issues receiving at least ninety (90) percent favorable vote shall be supported by the LCPD.

A. Issues receiving a unanimous vote shall be thus recorded.

B. Issues that fail to receive at least ninety (90) percent favorable vote may continue to be monitored by the LCPD upon majority vote to do so.

Article V
Elections

V. Elections
5.01 NOMINATIONS
The Chair of the LCPD shall appoint a Nominating Committee in January of an election year.

A. The nominating committee shall consist of no fewer than three (3) and not more than seven (7) members.

B. Individuals considered for nomination must give their consent in advance and in writing.

5.02 ELECTIONS
The Chair, Vice Chair and Secretary shall be elected by a majority vote of the members present at the annual meeting of the LCPD.

A. The nominating committee shall present the slate of recommended officers one (1) month prior to the annual meeting.

B. Additional nominations may be made from the floor

C. Nominees from the floor must be present and consent to nomination or the person presenting him or her must provide written consent to the Nominating Committee Chair.

5.03 TERM OF OFFICE
Officers shall be elected to serve for a term of two (2) years, or until successors are duly elected upon vacation of office.

A. Individuals elected to serve as Chair, Vice Chair or Secretary may not serve more than one (1) term in the same office, but may be eligible again after an interval of one (1) term.

B. An officer who assumes an unexpired term is eligible for election to serve

one (1) additional term.

5.04 VACANCIES

The LCPD Chair may make appointments to fill vacancies.

Article VI
Membership of Executive Committee

VI. Membership of Executive Committee

601 CHAIR
The Chair shall preside at the LCPD meetings; shall see that all recommendations of the LCPD are transmitted; shall be or may designate the spokesperson for the LCPD to the public and the media; shall make official appointments; shall give direction to the work of the LPCD; and shall perform other duties as may be assigned by the action of the LCPD, or as may be necessary to carry out the responsibilities of the Chair.

At the end of his or her term, the Chair shall assume the position of Immediate Past Chair and continue to serve as a member of the Executive Committee.

6.02 VICE CHAIR
The Vice Chair shall counsel with the Chair in carrying out LCPD duties, and perform the duties of the Chair in his or her absence. The Vice Chair shall serve as Parliamentarian, as Chair of the Bylaws Committee when necessary and help appoint the committee chairs.

6.03 SECRETARY
The secretary shall, with assistance from the LCPD Staff, oversee the recording of the minutes of LCPD meetings; give notice of meetings; keep records of attendance; help select LCPD committee chairs and perform other duties as assigned by the LCPD Chair.

6.04 PAST CHAIR
The outgoing Chair will assume the position of Past Chair, and shall provide continuity to LCPD and support to the Chair as requested. The Past Chair will serve on the Nominating Committee.

6.05 CHAIR REPRESENTATIVE
The Chairs of all committees shall meet together to elect one (1) individual to serve as a member of the Executive Committee. The election will be held during the Summer Leadership Training Session. The Chair Representative serves a term of one year, and may be re-elected.

6.06 LCPD STAFF
The LCPD Staff shall be non-voting members of the Executive Committee.

6.07 TERMINATION OF AN OFFICER
Any officer of the LCPD may be terminated by a majority vote for just cause.

A. This action may be appealed by the individual terminated at a meeting of the Executive Committee and committee chairs.

B. Action may be taken by a majority vote of those present.

Article VII
Responsibilities of Executive Committee

VII. Responsibilities of Executive Committee
7.01 ROLE OF THE EXECUTIVE COMMITTEE
The role of the Executive Committee will be to assist in planning, to discuss organizational needs and concerns and to come to consensus before speaking for the LCPD on issues.

A. The Executive Committee shall make a report at the regular LCPD meetings.

B. The Executive Committee may designate ad hoc committees as deemed necessary.

C. The Executive Committee shall consider all committee chair appointments and make recommendations to the LCPD Chair for official appointment.

7.02 MEETINGS OF THE EXECUTIVE COMMITTEE
Meetings of the Executive Committee may be called at any time by the Chair, or Vice Chair in the event of absence or incapacity of the Chair.

Announcements of all called meetings shall be made to each member of the Executive Committee.

Article VIII
Committees

VIII Committees
8.01 LCPD COMMITTEES
The Executive Committee shall appoint chairs for the LCPD Committees. The LCPD Committees shall include but are not limited to:

(1) Children's Health Services
(2) Health Care
(3) Services for People with Disabilities

(4) Mental Health
(5) Rehabilitation
(6) Special Education
(7) Special Education - Deaf and Blind Issues
(8) Higher Education
(9) Housing and Transportation
(10) Screening Committee for Awards Nominations
(11) Other Committees as needed.

8.02 SPECIAL COMMITTEES
The Executive Committee may designate ad hoc committees as deemed necessary.

8.03 COMMITTEE CHAIRS
Committee chairs are officially appointed by the LCPD Chair. Each committee chair is responsible to oversee work of the committee and to provide leadership for the accomplishment of the committee's goals. Committee Chairs are responsible to make official committee recommendations to the LCPD membership.

A. A usual term of appointment for committee chairs shall be one (1) year.

B. Co-Chairs may be appointed.

8.04 COMMITTEE MEMBERS
LCPD members may serve on committees of their choice.

A. Each member shall have one (1) vote on matters before the committee.

B. Committee members shall represent positions as determined by committee vote.

8.05 COMMITTEE REPRESENTATION
The Executive Committee shall provide for special committee representation as deemed appropriate.

A. The immediate past president shall serve as a member of the Nominating Committee.

B. A member of the Executive Committee shall serve as a member of the Screening Committee for Awards Nominations.

Article IX
Administration

IX Administration

9.01 DIRECTORS

The Director(s) of the LCPD shall be hired to carry out the business of the LCPD and, at the request of the Executive Committee, be the spokesperson(s) for the LCPD.

Article X
Funds and Property

X Funds and Property

10.01 FUNDS

Any funds made available by the grant from the Utah Governor's Council for People with Disabilities and contributions made to the LCPD shall be spent in accordance with budgets, guidelines and safeguards required by the grant or contributors. Accounting and disbursement of funds shall be the responsibility of LCPD staff or other designated parties in accord with prevailing laws and practices.

The Executive Committee shall review monthly financial reports and the annual audit.

10.02 PROPERTY

Property made available for use by the LCPD shall be directed by the LCPD, with the LCPD Staff serving as custodians of the property.

10.03 PERSONAL BENEFIT

No such funds or property shall be used for the personal benefit of LCPD members, its staff, or committee members assisting the LCPD.

A. Reimbursement may be made for actual expenses incurred in doing the work of the LCPD with prior authorization by the Director(s).

B. All reimbursements are contingent on availability of funds.

Article XI
Policies and Procedures

XI Policies and Procedures

11.01 POLICIES AND PROCEDURES

The Executive Committee shall consider and adopt policies and procedures that establish criteria, protocols, nominating procedures and other guidelines as needed.

A. Policies and procedures will be presented to the LCPD membership for comment and shall be considered official after a thirty (30) day comment

period.

B. The Policies and Procedures Manual will be made available at all LCPD meetings.

Article XII
Amendments of Bylaws

XII Amendments

12.01 AMENDMENTS OF BYLAWS

Bylaws may be amended by a majority vote of the quorum at any regular meeting. Notice shall be given in the regular meeting preceding the LCPD meeting in which bylaw amendments will be considered. Amendments shall become effective immediately after approval.

Bylaws Committee will consider recommendations which receive a two-thirds (2/3) vote in any regular meeting of the LCPD.

Article XIII
Changes or Dissolution

XIII Changes or Dissolution

13.01 CHANGES IN THE LCPD

In the event that administrative or legislative changes alter relationships or terminology, but do not materially change the purpose or composition of the LCPD, the LCPD may continue as an entity and adapt to these changes through amendments to the bylaws. Clarification my be requested from the Utah Governor's Council for People with Disabilities, or other pertinent parties.

13.02 DISSOLUTION

In the event that administrative or legislative changes make this coalition no longer a viable entity to serve as an advocate for people with disabilities in the State of Utah, the LCPD may be dissolved by a two-thirds (2/3) vote of the LCPD.

A. In the event of dissolution, funds and/or property held in the name of the LCPD shall be transferred to the Governor's Council for People with Disabilities or the source from whence they came.

B. The LCPD's records shall revert to the Governor's Council for People with Disabilities.

C. In the absence of other responsible action, any of the last group of officers or any three (3) former LCPD Members may request that appropriate dissolution action may be taken.

LCPD Bylaws 6/11/99

Legislative Coalition for People with Disabilities

WHY A COALITION?

"No lasting achievement is possible without a vision, and no dream can become real without action and responsibility." William Butler Yeats

As with many things in life, the work, the risking, the dedication of a few has made life better for many. There exists today a wide array of services for people with disabilities. These services have emerged because of grassroots advocacy by people with disabilities, their families, friends, and caring professionals. The results of advocacy have been encouraging in the last decade, but the battles guaranteeing the rights of individuals with disabilities are far from over.

Since its inception in 1981, the Legislative Coalition For People With Disabilities (LCPD) has successfully advocated for progressive changes for people with disabilities. The LCPD is made up of individuals with disabilities, their families, advocacy groups, providers, professionals, and agencies. *You do not need experience in advocacy work to get involved.*

Advocacy means "to speak up, to plead the case of another, or to champion a cause." The LCPD makes being an advocate easier by providing a network of supports, experience, training, and by dividing responsibilities to enable advocates to focus their energies on single issues or budgets.

PURPOSE OF THE LCPD

The LCPD has been established by the Utah Governor's Council for People With Disabilities and advocates for disabled individuals of all ages.

MISSION STATEMENT

The mission of the Legislative Coalition for People With Disabilities is to advocate for public policy affecting all people in the State of Utah who have disabilities.

STRUCTURE OF THE LCPD

LCPD is governed by volunteers who serve in leadership positions. Executive Leadership consists of a Chair, Vice-Chair, Secretary, Past Chair and a Representative of Committee Chairs; they comprise the Executive Board. The Executive Board directs and coordinates the activities of LCPD. The Executive Board Officers are elected by

LCPD Membership at the annual meeting. Committee Chairs spend their time focusing on a single system and its issues. Committee Leadership is appointed by Executive Leadership according to the LCPD By-laws. The committees are:

- Special Education
- Schools for the Deaf and Blind
- Higher Education
- Rehabilitation
- Children's Special Health Care Needs
- Health Care (Medicaid)
- Mental Health
- Services for People with Disabilities
- Housing & Transportation

LCPD OFFICE

The LCPD Office is located with Rise, Inc., and consists of two Co-directors, an office manager, and one part-time staff. The LCPD's success is dependent on the dedication of volunteers.

Address:	275 E. South Temple, #201 SLC, UT 84111-1268
Telephone:	801-363-3300, menu 1
Fax:	801-363-1256
Email:	lcpd1@xmission.com
Web Site:	lcpd.state.ut.us/legccoal.htm

LCPD MEETINGS

The LCPD meets on the 2nd Friday of every month at 12:30 p.m. at the State Capitol. Committee meetings may be held at the end of the LCPD meeting, or as called by the committee chairs. During the Legislative session the LCPD meets weekly on Fridays at 12:30 p.m., in the State Office Building behind the Capitol.

HOW CAN I GET INVOLVED

- Become a member of the LCPD by filling out of membership form.
- Become informed on an issue that is important to you.
- Become a part of the LCPD calling tree.
- Call, write or visit your legislator.
- Attend a LCPD meeting.
- Attend LCPD Citizens Day at the Legislature.
- Be an active member on one of the LCPD Committees.

WHY LCPD MEETS YEAR ROUND
OR
THE BUDGET PROCESS IN UTAH

LCPD has found that advocacy is a year round activity. There are many places where an advocate can have an impact.

As early as April or May, state agencies begin work on their budget requests for the fiscal (budget year that won't begin for another 12 months!

What can you do? *Meet with agency directors or board members.*

By October, state agency budget requests are being studied and debated by the various budget-builders in the Governor's Office of Planning and Budget.

What can you do? *Meet with analysts in the Governor's Office of Planning and Budget.*

By law, the Governor must submit his "Budget Recommendations" (a large publication that covers the entire State Budget) to the legislature's budget officers—the legislative Fiscal Analysts—no later than 30 days before a general legislative session begins.

If you have been unsuccessful in getting your budget concern into this publication, your job will be harder, though not impossible. State agencies are now finished with input to the budget. The Governor is their "boss" and they can be expected to be loyal to his official "recommendations."

The Legislative Fiscal Analyst and his/her staff are also forming a budget in preparation for the legislative session. All input by advocates must be in by the end of October. During the session, the Legislative Analysts will change their budgets as requested by the Legislature.

What can you do? *Meet with the legislative analysts before October.*

The Legislative Session is the ***final place*** where advocates can have input into the budget. **History has taught us that an individual budget item—no matter how vital the service it represents—has a *slim* chance of being inserted into the State Budget process during a legislative session.**

Legislators are then assigned to "Appropriations Subcommittees" and spend a great deal of time throughout the General Session studying budget information on various state agency budgets. Public testimony is very important—it can be the critical factor that results in final approval of funding for a program or service. To testify, you must be present on the day when the Subcommittee studies that particular service or program.

What can you do? *Visit with your legislators at the Capitol.*

Unlike the National Budget, by law Utah's Budget must balance. In February revenue projections are released. The Executive Appropriations Committee (made up of Legislative Leadership and other members of the Senate and House) instruct the Appropriations Subcommittees to finalize their recommendations within set "bottom-line" dollar figures. This is the most painful phase of the budget process. Advocates may watch programs and services they've worked diligently to support be tossed out in a single moment of subcommittee voting.

What can you do? *Remember: It's not over until it's over! Continue to work with Subcommittee Members throughout this process, encourage them and thank them for their work.*

Speaking up during all these key junctures will not guarantee that you will win, but *not speaking up guarantees that your wishes will not be heard.*

James Madison said it best: "A popular Government without popular information or the means of acquiring it is but a prologue."

Learn how to be a 10-Minute Advocate

Tools and resources to help you advocate
For the health and human needs of Utah's families

Sponsored by the Invest in Utah Families Coalition

*ARC of Utah * Association for Utah Community Health * Catholic Diocese * Coalition of Religious Communities * Community Health Centers, Inc. * Community Services Council * Disabled Rights Action Committee * Health Care for All * Episcopal Diocese * JEDI Women * League of Women Voters * Legislative Coalition for People w/Disabilities * M.S. Society * National Alliance for the Mentally Ill * Provo Community Action Services * S.L. Community Action Program * S.L. County Office for the Aging * Utah CAP Association * Utah Children * Utahns Against Hunger * Utahns for Choice * Utah Issues*

Introduction

You *can* make a difference...

Together we can make a huge difference for Utah's families.

Advocacy is already part of your life. Most of us do it everyday. Your experiences speaking up for your child in school, the neighbor or friend in need, etc. will enable you to become a very effective advocate for the needs of Utah's families.

WHY YOU?

No one else can speak for you. Everyone needs to participate, or we truly do not have a democratic government, one that is operated "by the people for the people."

There are four basic steps to becoming involved in the legislative advocacy process. They are:

Step One: Choosing and learning about your issue(s)
Step Two: Identifying decision-makers
Step Three: Understanding the legislative process & how you can play a role
Step Four: Communicating your views

You and your neighbors know what services are needed in your community to keep families healthy and self-sufficient.

Step 1
Choosing & Learning About Your Issues

First you must identify what issues of concern you wan to influence. There are too many different areas for you to attempt to advocate for them all effectively. It can be anything – poverty, war, racism, streetlights, potholes, human rights, etc.

What concerns YOU about your neighborhood, community, state, and/or country?

What are YOUR issues?

Family Concerns: _____

_____

Housing Concerns: _____

_____

Health Concerns: _____

_____

Human Service Concerns: _____

_____

Other Concerns: _____

_____

In order to be an effective advocate, you should learn as much as you can about your issue(s). While you do not need to know everything, you must be able to answer the question "why?" your position should be heard. If you are concerned about something which does not directly affect you, learn from those who are. Other resources are available such as existing advocacy groups, newspapers, libraries, other states, etc. You can not find too much information about your issues.

I can find more information about _____
by: _____

Step 2
Identify the Decision Makers

To enjoy your rights as a citizen, it is very important to register to vote (and vote!) and learn the names of your legislators. If you are not yet registered to vote or want to identify your legislators, call your local county clerk:

Beaver County	438-6465
Box Elder	734-2031
Cache	716-7150
Carbon	636-3245
Daggett	784-3154
Davis	451-3589
Duchesne	738-1100
Emery	381-5106
Garfield	676-8826
Grand	259-1321
Iron	477-8340
Juab	623-3410
Kane	644-2458
Millard	743-6223
Morgan	845-4011
Piute	577-2840
Rich	793-2415
Salt Lake	468-3427
San Juan	587-3223
Sanpete	835-2131
Sevier	896-9262
Summit	336-4451
Tooele	843-3140
Uintah	781-5360
Utah	370-8128
Wasatch	654-3211
Washington	634-5712
Wayne	836-2731
Weber	399-8400

If you can get access to the internet, you can also get this information at www.auch.org (click on "grassroots advocacy").

You can also call the Senate and House offices for information on bills and meeting times.
Senate: (801) 538-1035
House: (801) 538-1029
Toll free: (800) 622-3367

Step 3
Understand the Legislative Process

To understand how we can influence potential legislation, we must first discover how the legislative process works. The State Legislature is responsible for making and changing state laws, as well as setting funding levels for the executive branch of government (the state budget).

The legislative process begins when someone (a concerned citizen, legislator, governor, etc.) recognizes the need to create or change a state statute. The person takes the idea to a legislator who can support it or "carry the bill". This idea then becomes a bill, which needs to pass through the legislative process in order for it to become law.

Step 3: How you can play a role
Golden Rules of Advocacy

1. Be fair and respectful toward public officials.

2. Avoid cynicism. Government may be faulty, but so is every profession.

3. Be understanding. Put yourself in the public official's place.

4. Be friendly. Don't contact public officials only when you want their help.

5. Be reasonable. Recognize that there are legitimate differences of opinion.

6. Be thoughtful. Commend the right things public officials do.

7. Be charitable. The failure of public officials to do what you wanted may be your responsibility if you have not done a good job in preparing your case.

8. Be constructive. You don't like to be scolded, pestered, or preached to - and neither do they.

9. Be realistic and persistent. Remember that controversial legislation and regulation usually result in a compromise not wholly satisfactory to any one contending party.

10. Be practical. Recognize that each lawmaker has commitments and that a certain amount of vote trading goes on in all legislatures.

11. Be a good opponent. Fight issues, not personalities.

12. Be informed. Do your homework. The mere fact that you want an official to adopt your position won't be enough.

13. Be loyal and trustworthy. Never leave officials out on a limb by changing your position after they have publicly taken the position that you urged upon them.

14. Be discreet. Participation in discussion about lawmakers being "bought" or "paid off" is worse than useless.

15. Be generous. Remember that in success everyone can claim credit. Thank policy makers for their positive acts at least as often as you inquire why they went wrong.

16. Be visionary. Especially when it comes to the political process, there is seldom an absolute defeat. A loss with one member may lead to finding a better champion elsewhere.

Adapted from *A Guide for the Powerless* by Samuel Halperin, Institute for Educational Leadership, 1981.

Step 3
Frequently Asked Questions

How do I know if my issue is a bill or an *appropriation* (budget item)?
Bills passed by the Legislature will change, delete, or add to the laws of the State. The state budget is passed as a bill too, but the process is different. During the General Session appropriations sub-committees put together the pieces of the overall budget, setting the levels and kinds of programs that are available through the various state agencies.

Where can I get legislative information?
Most legislative information can be found on the world wide web (accessible at many public libraries) on the Legislature's vastly improved web site: http://www.le.state.ut.us/. You can also follow what's going on at a web site called code-co, a high-quality private subscription service: http://www.code-co.com/utah/.

Where can I get a copy of a bill?
Use one of the web-based services described above. Or, visit the Bill Room at the Legislature (4th floor). Copies are 104 a page.

How can I follow what's happening to a bill?

- Read the newspaper. The major dailies run updates each day.
- Call Legislative Information at these numbers:
  Senate: (801) 538-1035
  House: (801) 538-1029
  Toll free: (800) 622-3367
- Subscribe to Utah Issues' Legislative Update to get a weekly report on low-income and health and human service bills and budget items. Call (800) 331-5627.

Step 4
Communicating Your Views

Should you call, testify in person, email, visit, or write policymakers?
It depends on your schedule and what kind of resources you have. If possible, avoid depending on email. Personal visits can make a big difference, if you can find the time. No matter what form you use, follow these guidelines:

- Always identify yourself by name **and address**. Perhaps the most important thing you can say about yourself is, **"I am a voter in your district."**
- Be brief, informed, polite.
- Identify the issue, bill, or budget item you want to talk about. Don't assume they know about it - they have so much to deal with!
- State your purpose for calling and what your position is. Give one or more reasons for your position. It is almost always a good idea to speak from personal experience.
- Always thank them for their time.

Calling
Policymakers pay attention when citizens take the trouble to call and convey their views. Call just before upcoming votes in committee, on the floor, or late in the session. Avoid calling on Sunday or on Monday evenings.

House: (801) 538-1029 (800) 662-3367
Senate: (801) 538-1035 (877) 585-8824

Writing
Letters are good early in the session. Write to:

Your legislator's name
Utah State Capitol
Salt Lake City, Utah 84114

Fax and Email
House Fax: (801) 538-1908 Democrats: (801) 538-9505
Senate fax: (801) 538-1035 Democrats: (801) 538-1449
For a directory of legislators' email addresses visit: www.le.state.ut.us
Or visit: www.auch.org

Testifying
In addition to expressing your personal opinion, you can also influence policymakers by testifying before committees. Testimony provides a written record of the various views on an issue. It offers a legitimate way to educate the public and policymakers on an issue. Testimony also forces groups to clarify their views and present a unified position of support or opposition.

Here are a few suggested guidelines:

- Find out what procedures are used: how to get on the agenda, how to address the committee, how the meeting is run, and rules you need to follow. If possible, observe a prior meeting. Plan on arriving early.
- Gather your facts, prepare your statement, and type a copy (double spaced) so it is easy to read. Keep it short. Be objective. Practice your statement and time it to make sure it is not too long. Be prepared to answer questions.
- If more than one person is testifying, coordinate testimony prior to the hearing to avoid duplication. Find out if there are advocacy groups organizing testimony on your issue (see pages 11 & 12 of this guide) . Often they will try to arrange for a variety of perspectives on the issue.

Advocacy Groups & their Issues

Bills start out in either the House or Senate. This example shows what happens to a bill that starts in the House.

1. A *constituent* (voter) contacts a representative (rep) and asks him or her to run a bill.

2. The rep submits a request for a bill to the Office of Legislative Research and General Counsel (OLRGC). An attorney from this office reviews existing law, researches the issue, and drafts the bill.

3. A copy of the bill is given to the rep. The rep approves it (or not) for introduction during the session.

4. The bill is numbered and copies are delivered to the docket clerk in the House of Reps ("House"), billroom, and the internet.

5. The bill is introduced and read the first time in the House. It is then referred to the House Rules Committee where the bill is examined for proper form and fiscal (financial) impact.

6. The Rules Committee reports back to the House, orders that the bill be printed with the *fiscal note* (a statement showing what the bill would cost the state if passed) and assigns the bill to a House *standing committee* (organized by topic, these offer citizens the opportunity to comment on legislative issues).

7. The standing committee holds a public meeting to review the bill. In most cases, there will be time for citizens to give brief testimony. The committee may amend, hold, table, substitute, or favorably recommend the bill.

8. If "recommended favorably," the bill returns to the House floor for its second reading. Reps vote "yea" or "nay." To get to its 3rd or final reading in the House, a bill needs a *simple majority* (51% or more of the votes). If it passes, it is placed on the 3rd reading calendar.

9. On the 3rd or final reading in the House, the sponsor typically explains the bill and answers any questions. Amendments (changes) to the bill may be proposed at this time and voted upon.

10. A "motion for the previous question" closes debate and stops further amendments. The bill passes once again with a simple majority.

11. The bill goes through a similar process in the Senate.

12. If it passes both houses, it is signed by both presiding officers and examined in its latest form by the OLRGC. This is called "enrolling."

13. The final bill is printed and send to the Governor for signature. If the Governor fails to sign, the bill automatically becomes law. The Governor can *veto* (reject) the bill and give the reasons to the presiding officers of the Senate and House.

14. A bill enacted as described above becomes law 60 days after adjournment unless another date is specified within the bill.

GOLDEN RULES OF ADVOCACY

From: A Guide for the Powerless — and Those Who Don't Know Their Own Power; Samuel Halperin, Institute for Educational Leadership, Washington, D.C., 1981.

1. **Be fair toward public officials.** With very rare exceptions, they are honest, intelligent, and want to do the right things. Your job is to inform them effectively about what *you think* is right.

2. **Avoid cynicism.** Government and politics may be faulty, but so is every profession. A disdainful attitude is an expensive luxury these days for it poisons the well and immobilizes the will to work for social betterment. Those who live on an island should not make an enemy of the sea. Or try a Sam Rayburn maxim: "Never spit chewing tobacco on the cake you hope to eat yourself." In short, the political process we too often disparage is still our best hope for effecting constructive social change.

3. **Be understanding.** Put yourself in the public official's place. Try to understand his/her problems, outlook and aims.

4. **Be friendly.** Don't contact public officials only when you want their help. Take pains to keep in touch with them throughout the year, every year.

5. **Be reasonable.** Recognize that there are legitimate differences of opinion. Never indulge in threats.

6. **Be thoughtful.** Commend the right things public officials do.

7. **Be charitable.** The failure of public officials to do what you wanted may be your responsibility if you have not done a good job in preparing, presenting and following through on your case. Every public official knows that you can express your opinion at the ballot box.

8. **Be constructive.** You don't like to be scolded, pestered or preached to. Neither do public officials. Present an alternative, a new way of looking at the problem, a new formula, and not merely negative carping.

9. **Be realistic and persistent.** Remember that controversial legislation and regulation usually result in a compromise not wholly satisfactory to any one contending party. Progress, although incremental, is no less real - and may even be more enduring for its evolutionary development that builds wider support.

10. **Be practical.** Recognize that each lawmaker has commitments and that a

certain amount of vote-trading goes on in all legislatures. Don't chastise lawmakers who normally support you if they vote against one of your bills. This doesn't necessarily mean that they have deserted your whole program. Give them the benefit of the doubt; the lawmaker will appreciate it and remember that you did. And remember that while some votes may be firmly committed there will be others - both sides of the partisan aisle - that can be swayed on the basis of sound arguments properly presented and well documented.

11. **Be a good opponent.** Fight issues, not personalities.

12. **Be informed.** Do your homework. The mere fact that you want a public official to adopt your position won't be enough.

13. **Be trustworthy.** When promises are made, keep them. If you tell a public official you'll do something, stick to your end of the bargain.

14. **Be loyal.** Never leave officials out on a limb by changing your position after they have publicly taken the position that you have urged upon them.

15. **Evaluate and weigh the issues:** Many bills are tossed into the legislative hopper "by request" and are never intended to become law. So don't criticize lawmakers for every bill which is introduced, and don't sound the panic alarm until you're sure a bill or legislative action is "for real".

16. **Be discreet.** Participation in discussions about lawmakers being "bought" or "paid off" is worse than useless. You have absolutely nothing to gain and everything to lose by such speculations. Furthermore, chances are extremely high that it isn't true.

17. **Be generous.** Remember that in success everyone can claim credit. As Senator Wayne Morse used to remind his colleagues in the years when federal education legislation was exceedingly difficult to enact: "Victory has a thousand fathers; defeat is an orphan." Thank policymakers for their positive acts at least as often as you inquire why they went wrong. Let them know you are watching their record closely.

18. **Be visionary.** Especially when it comes to the political process, there is seldom an absolute and final defeat. A loss with one member may lead to finding a better champion elsewhere. Failure in committee may be overturned on the legislative floor. Debate in one chamber may often be reversed in the other. Victory may be snatched from the jaws of defeat in a conference committee. And so on.

19. **Work - and be persistent.** In the immortal words of Charlie Chan: "Everything cometh to he who waiteth, as long as he who waiteth worketh like hell in the meantime!"

On this final point alone volumes could be written, adorned by lively case studies. All the political assets, stamina and persistence are surely the most underrated, least dispensable ingredients of success.

HOW TO CALL, TESTIFY, VISIT OR WRITE POLICYMAKERS

CALLING

Policymakers pay attention when citizens take the trouble to call and convey their views. Calling is a good task for the politically shy because as often as not, calls are answered by a receptionist or machine. Either way, callers only need to leave their name, message, address or phone number. Here are some recommendations for making telephone calls to your legislators:

1. Identify yourself by name, address, and if you are a constituent.

2. Be brief, informed, and polite.

3. Identify the issue, bill, or budget item you want to talk about.

4. State your purpose for calling and what your position is. Give one or more reasons for your position.

5. Always thank them for their time.

TESTIFYING

In addition to expressing your personal opinion, you can also influence decision makers by testifying before boards and committees. Testimony provides a written record of the various views of an issue. It offers a legitimate way to educate the public and policymakers on an issue. Testimony forces groups to clarify their views and present a unified position of support or opposition. The following guidelines will help if you are planning to present or testify on an issue:

1. Find out what procedures are used: How you get on the agenda, how you address the committee, how the meeting is ran, and rules you need to follow. If possible, observe a prior meeting.

2. Gather your facts, prepare your statement, and type a copy (double spaced) so it is easy to read. Keep it short. Display objectivity. Practice your statement and time it to make sure it is not too long.

3. Prepare a short written statement of your testimony to hand out.

4. If more than one person is testifying, coordinate testimony prior to the hearing to avoid duplication.

5. Find out where the hearing will be held and arrive ten minutes early.

6. Dress and act appropriately.

7. Give the basic facts, including your name, who you represent, and your involvement in the issue. Address the committee members by "Mr. or Madam Chairman and members of the committee."

8. Be brief. No more than three minutes.

9. Give a clear statement of your points of agreement or disagreement with what is being discussed.

10. Give real examples of people who will be affected by the matter being discussed, and how changes can be made.

11. Always thank the committee.

12. Be prepared to answer questions from the committee. Don't panic if you don't know the answer; there are individuals in the presentation or audience who do know and can answer the question.

13. Attend the whole meeting. Do not clap, boo, cheer or disrupt the hearing.

VISITING

One of the most effective ways to influence policymakers is in face-to-face visits with them. Often you will only get a few minutes to make your point, so it helps to have ready a short, 90-second version of what you want to say. And it is always smart to use that 90-second version first, followed by more details if there is time.

1. Ask for an appointment, and set the meeting far enough in advance so that the policymaker can conveniently fit it into his or her schedule.

2. Be on time for your appointment. But don't expect the policymaker to always be on time; they often have meetings they cannot anticipate and are not able to leave.

3. Before the appointment, practice a three-minute statement of all the information you want to present.

4. Visit your policymaker in small groups; going together gives each of you support. Be brief; never plan on staying more than 10-15 minutes.

5. Let your policymaker know who you are, and any group you might represent.

6. Identify your issue.

7. Be clear on what you want your policymaker to do. What you want them to vote for, or what budget items to support.

8. Avoid jargon, technical terms, or initials. Be prepared to go over the basics if necessary.

9. Have a short written fact sheet with the outlines of your basic message, plus your name and telephone number for more information.

10. Be courteous. Never let a disagreement lead to harsh or personal remarks. Be persuasive but not argumentative.

11. Give real examples of people who will be affected by the matter being discussed. Tell your own story, and how changes can be made.

12. Always thank them for their time or any of their recent actions of which you approve.

WRITING

Policymakers pay attention to their mail. Responding to concerned citizens is good politics and crucial to survival. Yet, "feeling the pulse", as one local official said, "is often accidental." Unless citizens tell them, they don't know what people think. Every letter counts, but a personal letter is more effective than a form letter or petition. You don't have to be an expert on the issues in order to write. These tips will help sharpen the impact:

1. DO think about what you are going to say and organize your letter.

2. DO make your letter a page or less.

3. DO make your letter legible; typed if you can. If you write by hand make sure it is neat and easy to read.

4. DO state your purpose in the first paragraph.

5. DO cite the issue by name.

6. DO cover one subject only. If you have a second argument, start a new paragraph.

7. DO write simply and clearly. Keep your sentences short and to the point.

8. DO say whether you support or oppose it, and why. Give reasons for your position.

9. DO get your facts straight. Make sure that they are accurate.

10. DO state your position in human terms and cite your own experiences and observations.

11. DO ask for a reply. Ask for their views on the issue or bill.

12. DO be sure to include your name, address and telephone number. Make it easy for the policymaker to respond.

13. DON'T send anonymous letters.

14. DON'T be abusive and threatening.

15. DON'T put it off!

Legislative Coalition for People with Disabilities
LCPD COMMITTEE CHAIR JOB DESCRIPTION

"Every significant change started with a small group of people!"

Title: Committee Chair

Executive Board Leader:

Agency Representative:

Goal of Position:

A. To advocate for public policy affecting people with disabilities.
B. To advocate for appropriate funding for programs that affect people with disabilities.
C. To Educate.
D. To represent LCPD's views at the legislature.

Time Frame:

Term of one (1) year, May 1 through April 30.
May be reappointed to serve more than one year by the LCPD Leadership Team.

Description of Responsibilities:

A. Know your own House and Senate district numbers and report it to the LCPD office.
B. Call, write or visit your own legislators.
C. As a Committee Chair you are a voting member and participant of the LCPD Leadership Team.
    1. Meetings may be called at any time by the Leadership Chair or Vice-Chair.
    2. All leadership must be contacted about the meeting; one-third of the Team must be in attendance to take action.
    3. The Team must have a consensus to speak for LCPD if an issue arises between regularly scheduled meetings.
    4. If action must be taken immediately, the action will be ratified by the quorum at the next general meeting.
D. As a Committee Chair you are responsible for the following:
    1. Calling, holding and presiding over your Committee's meetings.
    2. Selecting a Vice-Chair and Secretary for your Committee.
    3. Attending LCPD meetings.
    4. Reporting on your Committee's progress at every LCPD meeting.
    5. Encouraging others to get involved with your Committee.
    6. Getting advice and consent from Leadership for the issues your Committee will advocate for.

7. Attending and presenting at the LCPD Annual Conference.
8. Filling our a budget worksheet for each issue your Committee will be advocating for during the next Legislative Session.
9. Reporting your volunteer hours and mileage to the LCPD office every month.

E. You and your Committee are responsible for:
   1. Selecting issues to be advocated for during the next Legislative Session.
   2. Following your Committee's issues through the agency budget process and through the legislative process.
      a. Attending appropriate agency board meetings.
      b. Attending appropriate legislative interim meetings.
      c. Attending legislative appropriation committee meetings.
   3. Scheduling and holding meetings with legislators, budget analysts, Leadership, and agency personnel.

Limit of Authority:

1. Committee issues must be approved by Leadership.
2. Bills and other general issues must be approved by 90% of the voting members attending the current LCPD meeting.
3. LCPD does not prioritize one issue higher than another or one Committee as more important than another.

Resources and Support:

1. LCPD Staff – Kris Fawson and Linda Smith, Co-Directors, ext. 15; Camille Powell, Office Manager, ext. 16; 801-363-3300.
2. LCPD Leadership Team; one is assigned to your Committee for support.
3. Assigned agency professional to LCPD.
4. LCPD Leadership Manual.
5. Other LCPD Committee Leadership.

Benefits:

1. You gain friendships and support through other LCPD members.
2. You become familiar with all the programs, services, and the individuals who provide those services.
3. Your advocacy means more people receive help.
4. You build a close relationship with agencies that provide services.
5. You can say things and accomplish goals that professionals may not be able to do.
6. You learn new leadership and job skills.
7. You learn that you can have a lot of influence as an individual.
8. You will have the opportunity to be educated, to be challenged, and to grow.
9. You feel good and receive satisfaction.
10. The legislative process can be fun and addicting – ***"Until you've been in politics you've never really been alive. It's the only sport for grownups – all other games are for kids."*** Alan Rosenthal.

Legislative Coalition for People with Disabilities
LCPD COMMITTEE CHAIR CONTACT CHECKLIST

Leadership Team members and Co-Directors will contact the committee chairs they assist on a regular basis. When calling, here are items to review with them. Space is provided for you to list what they should be reporting on and discussing at this time (i.e., have they met with . . . where are they on preparing their fact sheets; have they got their appointments/ presentations scheduled; etc.); and to record the information they give you:

Remind them of the meeting: date, place, time

_____

Ask them if they are current on their volunteer report to the LCPD Office:
Yes_____No_____

Do they have questions about the report?_____

Ask them where they are on their "time-line" commitments: _____

_____

_____

_____

_____

Ask how you can help them: _____

_____

_____

_____

_____

Volunteer to come to their committee meetings: date, place, time _____

Always refer them to their Leadership Training Manuals. If there is something that should be in it that is not in it, contact the LCPD Office Manager.

What do they need from the LCPD office or staff? _____

Legislative Coalition for People with Disabilities

LCPD Committee Responsibilities
During the Legislative Session

The Chair of Co-Chairs are responsible for:

- Attending weekly LCPD Meetings (Fridays, 12:30 - 2:00 p.m.).
- Holding Committee Meetings.
- Reporting on Committee activities and progress at LCPD Meetings.
- Developing a presentation for the LCPD Annual Conference.
- Coordinating a presentation before the Legislative Appropriations Committee.
- Scheduling time on the Legislative Appropriations Committee Agenda for your presentation by contacting the Budget Analyst, 538-1034.
- Reporting your volunteer hours and mileage MONTHLY to the LCPD Office, 363-3300, ext. 16.

Chair or Co-Chair and Committee Responsibilities:

- Reading bills, selecting bills you are interested in following, giving them a Priority, and following them through the session.
- Attending Standing Committee Hearings for bills you are following, testifying as needed.
- Attending Appropriation Committee Hearings.
- Educating legislators about your issues through meetings, letters and phone calls.
- Coordinating a network of people throughout the State who advocate for your issues.

TIME LINE

Monthly: 1. Attend monthly LCPD Meeting, 2nd Friday, 12:30 - 2:00 p.m. 2. Attend Legislative Interim Meetings, 3rd Wednesday. 3. Attend appropriate agency board meetings. 4. Report on your committee's progress in the monthly meetings. 5. Hold Committee meetings. 6. Involve Committee members in the process.	
March through April 1. Continue to attend monthly LCPD meetings 2. Write a final report on your Committee's experience and send to LCPD Office. 3. Collapse. 4. Elect new LCPD Executive Board officers. 5. Start the process all over again!	
May through June 1. Select a Vice Chair and Secretary for your Committee 2. Discuss issues your Committee wants to advocate for. 3. Gather input on issues. 4. Meet with and educate agency director. 5. Find out when agencies and departments will be holding budget hearings. 6. Attend budget hearings and testify.	
July through August 1. Meet with and educate department director. 2. Attend department budget hearings and testify. 3. Committee should vote on which issues they will be advocating for.	
September 1. Meet with your Governor's Budget Analyst, End of August/Early September. 2. Meet with your Legislative Analyst. 3. Fill in LCPD Issue Worksheets and return them to the LCPD Office. 4. If needed, meet with the Governor. 5. If needed, meet with members of state boards, such as the State Board of Education.	
October 1. Meet with and educate legislators on your key Appropriations Committee. 2. Meet with and educate legislators on the Executive	

Appropriations Committee.	
November • Elections • Legislators are assigned appropriations and standing committees • New House and Senate Leadership are elected • Governor releases his budget 1. Meet with and educate legislators on key Appropriations Committee. 2. Meet with and educate legislators on the Executive Appropriations Committee (House and Senate Leadership). 3. Put together a presentation on your Committee's issues for "A Day at the Legislature for People with Disabilities".	
January through February • Legislative Session Begins, 3rd Monday of January 1. Attend "A Day at the Legislature for People with Disabilities". 2. Give presentation on your Committee's issues at "A Day at the Legislature for People with Disabilities". 3. Attend Friday LCPD Meetings weekly. 4. Read bills dealing with your Committee's issues and decide as a Committee which bills LCPD should advocate for and what priority they should be given (A, B, C, F). 5. Follow your Committee's bills through the legislative process. 6. Attend Legislative Standing Committee Meetings when your bill is heard, and testify. 7. Attend Appropriation Committee Meetings, usually held Mon-Wed-Fri, 2:00 - 5:00 p.m. 8. Prepare and present testimony before Legislative Appropriations Committee. 9. As needed, be present at the Capitol to educate legislators.	

TO: The 2002 Legislature
FROM: *Legislative Coalition for People with Disabilities*

The Mission of the Legislative Coalition for People with Disabilities is to advocate for public policy affecting all people in the State of Utah who have disabilities.

About members of the *Legislative Coalition for People with Disabilities*:

- Membership includes individuals with disabilities, their families, advocacy groups, providers of services, and other interested individuals.
- Most members of *LCPD* are volunteers without pay for their advocacy work.
- The *LCPD* is made up of 1654 individual members.
- The *LCPD* represents over 90 individual groups and their memberships.

For more Information please contact
The Legislative Coalition for People with Disabilities

Tina Johnson, Chair - 801-566-5075
Pete Shingledecker, Vice Chair - 801-265-1748
Leslie Gertsch, Secretary - 801-292-1156
Corey Rowley, Past Chair - 801-453-1592
Linda Smith or Kris Fawson, Co-Directors - 801-363-3300, ext. 15
Camille Powell, Office Manager - 801-363-3300, ext. 16, or 580-6091

LCPD is located with RISE, Inc. at 275 East South Temple, Suite 201, SLC, UT 84111-1268
801-363-3300 Fax: 801-363-1256
email: lcpd1@riseinc.net Website: www.lcpdutah.org

Legislative Coalition for People with Disabilities

2002 Fact Sheets

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COMMUNITY & ECONOMIC DEVELOPMENT APPROPRIATIONS COMMITTEE

Ivory	Housing

HEALTH APPROPRIATIONS COMMITTEE

Buff	Health Care
Yellow	Children's Health Services

HUMAN SERVICES APPROPRIATIONS COMMITTEE

Goldenrod	Mental Health
Pink	Services for People with Disabilities

HIGHER EDUCATION APPROPRIATIONS COMMITTEE

Ivory	Higher Education

PUBLIC EDUCATION APPROPRIATIONS COMMITTEE

Buff	Rehabilitation
Yellow	Special Education
Goldenrod	Schools for the Deaf/Blind

BILLS

Pink	All Committees

Legislative Coalition for People with Disabilities

HOUSING COMMITTEE
FACT SHEET

BILLS

NEED	DESCRIPTION
Olene Walker Housing Trust Fund	■ Affordable housing is a major obstacle in our community. ■ 70% of people with disabilities live at or below the poverty level. ■ Subsidies for construction of affordable housing are critical.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Housing Committee
Steve Gillmor, Chair - 801-364-6901 Eileen Glather - 801-373-5044, ext. 18

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Legislative Coalition for People with Disabilities

HEALTH CARE COMMITTEE

FACT SHEET

NEED	DESCRIPTION
Physical Disability Waiver	This funding is included in Division of Services for People with Disabilities (DSPD) funding. There are currently 1,645 people currently without services. Some of these people make up the Physical Disability Waiver. These people often have great need due to progressive and sometimes life threatening illnesses.
Medicaid Buy-in (Work Incentives)	Funding to allow people on SSI and SSDI to return to work. This would increase their dignity, the tax base, and make them part of society.
Federal Medicaid Rate Mandate $ 150,000	As need states.
TANF Replacement Funds $3,445,200	To replace last years' one-time funding
Spend Down Total $893,000	This would allow people to spend down to the Federal poverty level instead of the much smaller Basic Maintenance Expenditures, which is 58% of income.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Health Care Committee
Tina Johnson, Chair - 801-566-5075 Donna Liebrecht - 801-561-4364

Legislative Coalition for People with Disabilities

CHILDREN'S HEALTH SERVICES COMMITTEE
FACT SHEET

NEED	DESCRIPTION
Early Intervention for Children with Special Needs $ 550,000	In the last four years Early Intervention has seen unprecedented growth. Part H of the Individuals with Disabilities Act (IDEA) mandates the services. arly Intervention services help diminish the potentially negative effect of the developmental delay or disability on the child, the family and community. It helps these young children to be ready to learn when they enter school. Twenty-five percent of children with disabilities who receive Early Intervention services do not require further special education services.
Primary Care Grants - On-going $1,000,000	This program provides access to primary care health services for low-income individuals and families without health insurance who are not eligible for CHIP or Medicaid. It also covers primary care services not covered by Medicare, Medicaid, CHIP or private insurance. This program is essential for our most vulnerable populations - those without access to other sources of health care.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Children's Health Services Committee
Gina Pola-Money, Co-Chair - Bus: 801-272-1051; Home: 801-562-2582
Jan Brock, Co-Chair - 801-524-0220

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Legislative Coalition for People with Disabilities

MENTAL HEALTH COMMITTEE

FACT SHEET

NEED	DESCRIPTION
Community Based Family Centered System of Care Services for Non-Medicaid Children and Youth **State Funds** **$ 1,500,000** **Medicaid Match** **$500,000** **Total** **$ 2,000,000**	"The burden of suffering experienced by children with mental health needs and their families has created a health crisis in this country. . . .It is time that we as a Nation took seriously the task of preventing Mental Health problems and treating mental illness in youth." David Satcher, M.D., Assistant Secretary for Health and Surgeon General. The community mental health centers have reached their capacity to serve children and their families. Without additional funding it will be difficult to serve more children. For fiscal year 2002, only 29% of the money appropriated by the Legislature for both adults and children is available for purposes other than meeting the Medicaid match. While we support those who are Medicaid eligible, we are concerned about those for whom the community mental health centers is their only option.

Legislative Coalition for People with Disabilities
Mental Health Committee
Vicki Cottrell, Chair - 801-323-9900; Fax: 801-323-9799
Jan Ferre' - 801-583-0370

Legislative Coalition for People with Disabilities

SERVICES FOR PEOPLE WITH DISABILITIES COMMITTEE
FACT SHEET

NEED	DESCRIPTION
ESSENTIAL SERVICES FOR PEOPLE WITH DISABILITIES	Following is a plan to fund needed services for people with disabilities in Utah. This plan is also supported by The Arc of Utah, United Cerebral Palsy, and the Utah Association of Community Services. **PROBLEMS** • Many people have critical and immediate needs for services. • Some people with critical and immediate needs receive no services at all (a few receive minimal supports). • As Utah's economy remains strong, state funds are matched with a decreasing amount of federal funds (Medicaid Match Rate). • Appropriated TANF funds must be converted to General Funds. • Low wages make it difficult to hire and retain direct service staff. **VALUES AND COMMITMENTS** • Utah services those with the most severe and critical needs first. • Services are provided based on need and consumer choice. • Alternate funding sources are used whenever possible. • All people in critical need must receive at least some support immediately, and adequate support within one year. **PLAN TO FUND THE NEED** People with disabilities receive quality services through the Division of Services for People with Disabilities (DSPD). Funds are needed to meet the demands in the following categories • Critical and Immediate Need Waiting List • TANF (Temporary Assistance for Needy Families) replacement funds • Federal Medicaid Rate Mandate • Emergency Services & Multiple Crises (ESMC) • Transfers from DCFS (Div. of Child and Family Services) at 18 • DSPD Direct Care Staff • "Olmstead" ADA Mandate • Dually/Multiple Diagnosed Offenders • Consumer Transportation Services • Housing Assistance for Consumers
PROVIDER COLA,	People with disabilities in Utah deserve quality services delivered by qualified providers. A cost of living increase is absolutely necessary to maintain the quality and integrity of the service delivery system.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Services for People with Disabilities Committee
Shane Sadler, Chair - 801-468-1212 Pete Shingledecker - 801-265-2748, ext. 15

Legislative Coalition for People with Disabilities

HIGHER EDUCATION COMMITTEE
FACT SHEET

NEED	DESCRIPTION
Collaborative Early Childhood Special Education Program (CECSEP) $ 395,283	This appropriation addresses a critical need in providing qualified personnel in rural Utah. In rural areas, individuals serving as preschool special education teachers desperately need the professional training to obtain full certification required by law. This collaborative program (CECSEP) provides the staff, distant learning resources and student support to address this critically needed training, provided in a distant learning format by Utah State University. This will address the special needs of families with young children with disabilities, particularly those who live in rural school districts.
Americans with Disabilities Act — Services Provided by Disability Resource Centers on all Campuses	ADA has provided the impetus for increasing numbers of students with disabilities to seek enrollment in all of Utah's institutions of higher education. The institutional budgets could not adequately cover all of the required accommoda-tions and services. Utah's colleges and universities will not be able to meet the needs of this growing student population. Students with disabilities request accommodations each year. With these needed services students are able to attain training and education which lead to employment. They become tax-paying citizens and do not require lifetime government support. The Rehabilitation Act of 1973 states that institutions of higher education provide appropriate auxiliary services for students with disabilities so that they may have equal access to education. (Auxiliary services include interpreters for the deaf, readers and note takers among other services.) This funding is distributed to the nine institutions based on need, number of students with disabilities served and type of disabilities served (i.e. deaf, blind, deaf-blind, etc.).
Supported Employment	Para-professionals known as job coaches provide direct job placement, ongoing training and job retention assistance to individuals with severe disabilities in regular job settings. Job coaches require specialized training to provide necessary support to individuals with disabilities and their employers. This funding would go to Salt lake Community College, who is

NEED	DESCRIPTION
	currently providing Job Coach Training through a time-limited grant.
Long-Term Interagency Training for Disability Service Providers **$ 495,000**	This request will provide ongoing support for long-term training needed by the Utah State Office of Rehabilitation, Division of Community and Family Health Services, Division of Services for People with Disabilities, State Office of Education Students at Risk, and Schools for the Deaf and Blind. Funding will be appropriated to the Center for Persons with Disabilities and Salt Lake Community College (SLCC) to disseminate through a competitive bid process to training programs in Utah. These state funds can be used to match federal grants and contracts. This IOTI long-term funding will provide staff, instructional resources, and trainee support in the critical training areas of Certified Supported Employment Personnel, Certified Interpreters for the Deaf, and Qualified Behavioral Specialists. The training provided will be: Supported Employment Job Coaches — Para-professionals known as job coaches provide direct job placement, ongoing training and job retention assistance to individuals with severe disabilities in regular job settings. *See Higher Education Fact Sheet.* Training for Basic and Advanced Levels of Interpreter Certification — Over 4,200 Utah citizens are deaf and need interpreter services. Personnel who provide these services must receive training leading to basic and advanced levels of certification as prescribed by state statute. SLCC has a two-year certification program that prepares students for a basic level of interpreter service. Continuing education to move students to advanced levels of certification is not available. Public schools, higher education, rehabilitation, judicial and health services are lacking in qualified interpreters they need. Training is needed to bring interpreters to an advanced level of certification. Behavior Specialists — People with developmental disabilities can work and live successfully in the community; but, if they do not receive adequate supports they often fail in their jobs, require more staff, and are more expensive to serve. The best way to reduce costs and help people with disabilities with behavioral problems is to create a pool of well-trained staff.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Higher Education Committee
John Adams - 801-486-5168 Rodney Price - 435-797-7185

Legislative Coalition for People with Disabilities

REHABILITATION COMMITTEE

FACT SHEET

NEED	DESCRIPTION
Independent Living **$ 150,000**	These funds are requested to assist the Independent Living Centers (ILC's) in meeting the needs of individuals with severe disabilities, including unserved and underserved populations. As Utah implements the Olmstead decision, ILC's have been identified in the State Plan as one of the critical services to ensure this happens. This US Supreme Court decision indicates that people with disabilities can, if they choose, live in the least restrictive environment with public supports continuing.
Vocational Rehabilitation **$ 751,800**	This request is driven by population growth, excessively large caseloads, the fact that Federal appropriations have not provided funds for growth in the last eight years, and the implementation of the Ticket to Work and Work Incentives Improvement Act by the Social Security Administration that will send additional clients to Vocational Rehabilitation for services. This funding will be used to offset growth of 660 additional clients and reduce caseload size by adding four new counselor positions with two secretaries.
Services for the Blind and Visually Impaired **$ 104,344**	Good orientation and mobility (O & M) skills are essential for blind and visually impaired individuals if they are to function safely and independently in their homes, neighborhoods, work places, and communities. Two additional orientation and mobility instructors are needed and will be utilized to increase the number of hours of instruction each consumer requires, and address unmet instructional needs that exist in the community.
Services for the Deaf and Hard of Hearing **$ 75,761**	Last year the Legislature approved an addition to the Utah Community Center for the Deaf and Hard of Hearing. Increased operational costs associated with this new building addition have been estimated at $27,768. In addition, funds are needed to restore the Training and Service Coordinator position which was sacrificed to meet the Governor's 4% holdback. This important position is needed to coordinate and manage services for persons with multi-handicaps including deafness because of the difficulties this population has in accessing other agencies and services.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Rehabilitation Committee
Corey Rowley, Chair - Bus: 801-463-1592; Pager: 888-444-5580
Leslie Gertsch, - 801-292-1156

Legislative Coalition for People with Disabilities

SPECIAL EDUCATION COMMITTEE
FACT SHEET

NEED	DESCRIPTION
Collaborative Early Childhood Special Education Program (CECSEP) **$ 395,283**	This appropriation addresses a critical need in providing qualified personnel in rural Utah. In rural areas, individuals serving as preschool special education teachers desperately need the professional training to obtain full certification required by law. This collaborative program (CECSEP) provides the staff, distant learning resources and student support to address this critically needed training, provided in a distant learning format by Utah State University. This will address the special needs of families with young children with disabilities, particularly those who live in rural school districts.
Public Education Support	We support initiatives and legislation that bring more funding into the public education budget. We *strongly oppose* any initiatives, proposals or legislation that would take funding, or anticipated funding, from public education and move it to private education. Using public education funds to support private schools especially penalizes children with special needs as most private schools exclude students with special needs or low academic performance.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Special Education Committee
Lisa Wade, Chair - 801-485-4756
Linda Smith - 801-363-3300, ext. 15

Legislative Coalition for People with Disabilities

SCHOOLS FOR THE DEAF/BLIND COMMITTEE
FACT SHEET

NEED	DESCRIPTION
Growth Related Services **$ 581,700**	Utah Schools for the Deaf and the Blind (USDB) has increased its support services throughout Utah. Local school districts request the services available, and that are in accordance with the purpose as described in this agency's statutes and mission. The services requested include sign language interpreters, deafblind interveners, itinerant teachers, low vision and hearing evaluations, psychological testing, and many forms of consultation and technical assistance. The identified needs and demands for students services have increased caseloads to unmanageable numbers, far beyond acceptable limits that permit appropriate services. In FY2002, USDB began a three-year plan to comply with appropriate staffing levels. This request is a continued effort to acquire additional staff to meet the needs of deaf, blind and deafblind children throughout the state.
Career Training	Career awareness and work experiences are necessary if children with sensory impairments are to become economically successful. Currently, unemployment rates are 5-to-10 times greater for deaf and blind workforce eligible adults than in the general population. This request will begin an education and work experience program for secondary students with sensory loss and provide work experiences directed toward employment upon exit from school.
Contract Obligations **$ 96,500**	With assistance from State Purchasing USDB negotiates contracts for student transportation, maintenance of HVAC systems, janitorial services and landscape and grounds keeping. Services have been acquired through competitive bidding and include provisions for yearly inflation increases. This request will provide the funds needed to meet the annual percentage amount to meet the annual increase for FY2003 required by contracts.
Extended School Year for Students Requiring Interveners **$99,280**	Deafblind children have a challenge communicating with others and understanding their environment because of the limited use or complete absence of their vision and hearing. Many of our deafblind children understand the world and communicate through an intervener. During the summer months, when school is out, these children have very limited access to their intervener. Many of them go many days and sometimes weeks without intervener support. Without this communication, deafblind children regress quickly, inflict self injury, and can become depressed. This funding would provide 2 hours of access a day, 5 days a week during the summer months to each deafblind child who communicates

	through an intervener. This would greatly reduce the negative impacts these children experience from isolation during these months.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Schools for the Deaf/Blind Committee
Christine Lindsey, Chair - 801-612-3215 Linda Smith - 801-363-3300, ext. 15
Stephanie Carlson - 801-732-8850

Legislative Coalition for People with Disabilities
TRANSPORTATION COMMITTEE
FACT SHEET

NEED	DESCRIPTION
	----- NO FACT SHEET -----

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Transportation Committee
Steve Gillmor, Chair - 801-364-6901 Eileen Glather - 801-373-5044, ext. 18

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Legislative Coalition for People with Disabilities

BILLS FACT SHEET

MULTIPLE AGENCY/COMMITTEE

NEED	DESCRIPTION
Long-Term Interagency Training for Disability Service Providers **$ 495,000**	This request will provide ongoing support for long-term training needed by the Utah State Office of Rehabilitation, Division of Community and Family Health Services, Division of Services for People with Disabilities, State Office of Education Students at Risk, and Schools for the Deaf and Blind. Funding will be appropriated to the Center for Persons with Disabilities and Salt Lake Community College (SLCC) to disseminate through a competitive bid process to training programs in Utah. These state funds can be used to match federal grants and contracts. This IOTI long-term funding will provide staff, instructional resources, and trainee support in the critical training areas of Certified Supported Employment Personnel, Certified Interpreters for the Deaf, and Qualified Behavioral Specialists. The training provided will be: Supported Employment Job Coaches — Para-professionals known as job coaches provide direct job placement, ongoing training and job retention assistance to individuals with severe disabilities in regular job settings. *See Higher Education Fact Sheet.* Training for Basic and Advanced Levels of Interpreter Certification — Over 4,200 Utah citizens are deaf and need interpreter services. Personnel who provide these services must receive training leading to basic and advanced levels of certification as prescribed by state statute. SLCC has a two-year certification program that prepares students for a basic level of interpreter service. Continuing education to move students to advanced levels of certification is not available. Public schools, higher education, rehabilitation, judicial and health services are lacking in qualified interpreters they need. Training is needed to bring interpreters to an advanced level of certification. Behavior Specialists — People with developmental disabilities can work and live successfully in the community; but, if they do not receive adequate supports they often fail in their jobs, require more staff, and are more expensive to serve. The best way to reduce costs and help people with disabilities with behavioral problems is to create a pool of well-trained staff.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Linda Smith, Co-Director - 801-363-3300, ext. 15; Pager - 801-241-1127
Kris Fawson, Co-Director - 801-489-9396; Pager - 801-241-1066

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!!! NOT TO BE PRINTED AT THIS TIME !!!

HEALTH CARE COMMITTEE

NEED	DESCRIPTION
Procurement Code Requirements Health Benefits	**Sponsor: Sen. Ed Mayne** Requiring businesses to provide health care insurance coverage to employees as a condition for contracting with the state under certain circumstances.
Prescription Drug Coverage and Formularies	**Sponsor: Sen. Peter Knudson** Establishes a minimum standard for access to prescription drugs that are excluded from an insurance companies formulary.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Health Care Committee
Tina Johnson, Chair - 801-566-5075 Donna Liebrecht - 801-561-4364

REHABILITATION COMMITTEE

NEED	DESCRIPTION
Appropriation for Assistive Technology $ 421,579	**Sponsor: Sen. Peter Knudson** This funding will be used to purchase assistive devices through Independent Living and other similar programs. It will also be used to increase the Utah Center for Assistive Technology (UCAT) Director position to full time, and to purchase devices for a lending library.
Service Providers for Adults Living in Utah Who Are Deaf/Blind $ 360,000	**Sponsor: Rep. Gerry Adair** To create a new program, funding service providers for adults who are deaf/blind living in Utah. This will help individuals to connect with the world, live more independently, and communicate and interact with others.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Rehabilitation Committee
Corey Rowley, Chair - Bus: 801-463-1592; Pager: 888-444-5580
Leslie Gertsch, - 801-292-1156

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HOUSING COMMITTEE

NEED	DESCRIPTION
Olene Walker Housing Trust Fund $ 5,000,000	■ Affordable housing is a major obstacle in our community. ■ 70% of people with disabilities live at or below the poverty level. ■ Subsidies for construction of affordable housing are critical. ■ This figure represents $1.5 mil in base funding, and $3.5 mil in supplemental funding.

For Further Information Please Contact
Legislative Coalition for People with Disabilities
Housing Committee
Steve Gillmor, Chair - 801-364-6901 Eileen Glather - 801-373-5044, ezt. 18

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Record of Legislative Contacts

Your Name_____ **Date**_____

Name(s) of Person Contacted_____

Position/Title_____

By: ( ) Telephone ( ) Fax ( ) Letter ( ) Office Visit ( ) Other_____

Issue(s) Discussed: Response(s):

1._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

2._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

3._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

Comments:_____

_____

_____

Record of Legislative Contacts

Your Name_____ **Date**_____

Name(s) of Person Contacted_____

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By: ( ) Telephone ( ) Fax ( ) Letter ( ) Office Visit ( ) Other_____

Issue(s) Discussed: Response(s):

1._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

2._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

3._____ ( ) Favorable ( ) Not Favorable ( ) Non-Committal

Comments:_____

_____

Boston Center for Independent Living

Legislative Advocacy Training Program

How the American System of Government Works

The American System is based on a balance of power. There are three branches of government: executive, legislative, and judicial. Each branch checks and balances the others so that no one branch can assume too much power.

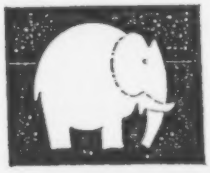
There are three levels of government. Each level has an executive, legislative, and judicial branch.

Federal (National) – The president presides
State – The Governor presides
Local – The Mayor (or Chair of the Board of Selectmen) presides

There are two major parties:

The Democratic Party

The Republican Party



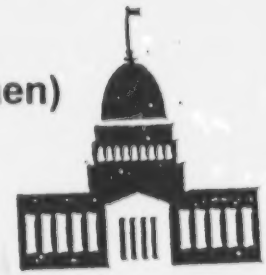
There can be dozens of "independent" parties, such as the Socialist Worker's Party and the Libertarian Party

The Federal System of Government

There are two levels of government:

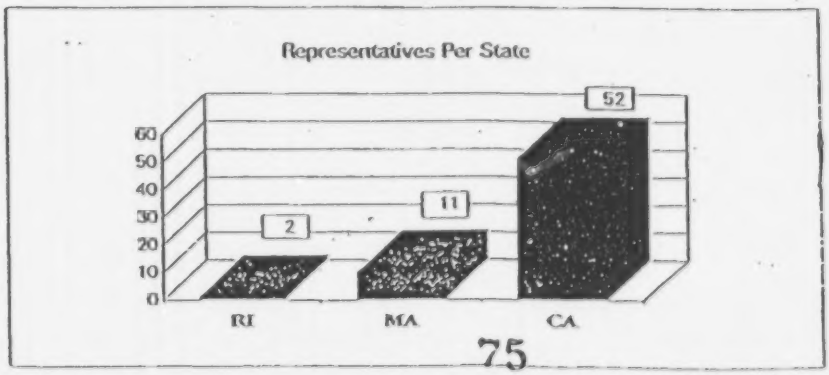
The House of Representatives
(Representatives or Congressmen/Congresswomen)

The Senate
(Senators)



Every state has two Senators.
The number of representatives is based
On the population of each state.
There is one representative for approximately 500,000 people

For example:

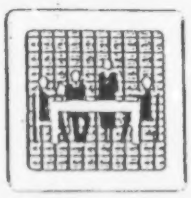


In the American System of Government

You will get into trouble <u>only</u> if you cause physical harm to a person or a person's property.

You will <u>not</u> get into trouble if you:

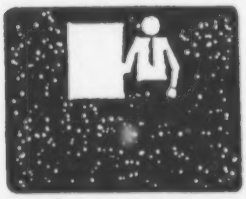
- **Ask questions**
- **Challenge people in leadership positions**
- **Write letters to people in leadership positions,**
- **Including teachers, doctors, politicians, and police officers**



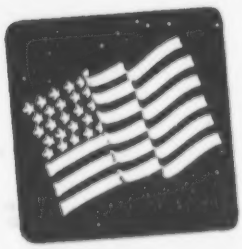
The American System is Completely Participatory

Every citizen can:

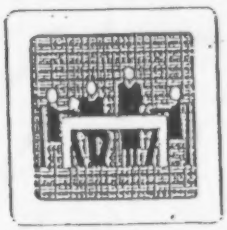
Run for Public office



Vote in every election



Influence the way elected officials make decisions



People in Power Expect Individual Citizens to:

Write them letters

Visit them in their offices

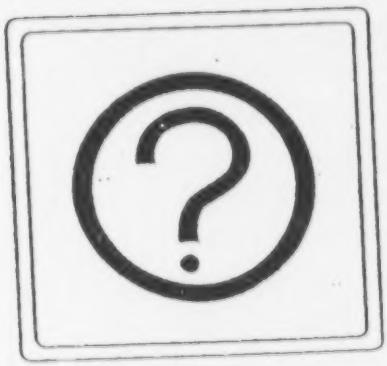
Call their offices

The American System Encourages people to speak out.

Ask questions

Request Additional Information

Ask why decisions are made



THE SEPARATION OF POWERS

LEGISLATIVE BRANCH
(CONGRESS)
Makes the laws

EXECUTIVE
(PRESIDENT)
Carries out and enforces the laws.

JUDICIAL BRANCH

(COURTS)
Judges laws and punishes lawbreakers

HOW OUR REPRESENTATIVE DEMOCRACY WORKS

THE PEOPLE OF THE UNITED STATES ELECT

LEGISLATIVE BRANCH (CONGRESS)

EXECUTIVE BRANCH (PRESIDENT)

JUDICIAL BRANCH (COURTS)

PRESIDENT APPOINTS

18 EXECUTIVE DEPARTMENTS

+ OTHER EXECUTIVE AGENCIES AND INDEPENDENT AGENCIES

Legislative Advocacy Training Program

AGENDA

1. **ISSUES OF EMPLOYMENT**
   How you can be an effective Advocate

2. **THE TOOLS OF ADVOCACY**
   Calling your Legislator
   Writing to your Legislator
   Meeting with your Legislator
   Testifying at the State House

3. **HOW THE BUDGET PROCESS WORKS**

   BREAK

4. **HOW A BILL BECOMES A LAW**

5. **WORKING THE PRESS**

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- LAWMAKING IN MASSACHUSETTS
- FREQUENTLY ASKED QUESTIONS
- 1999-2000 LEGISLATIVE DIRECTORY
- BOSTON GLOBE ARTICLE "WHO WILL CARE FOR CHARLIE AND HARRIETT?"
- AN ACT TO SUPPORT CITIZENS WITH DISABILITIES THEIR FAMILIES (h2902)
- THE TEN INFORMAL RULES OF LOBBYING

  PERSONAL CONTACT
  KEY TO SUCCESSFUL MEETING
  YOUR LETTERS COUNT
  SAMPLE LETTER TO LEGISLATOR
  SAMPLE CALL TO LEGISLATOR SCRIPT
  SAMPLE TESTIMONY
  SAMPLE LETTER TO THE EDITOR

- LIST OF HELPFUL ADDRESSES AND PHONE NUMBERS

QUESTIONNAIRE & EVALUATION FORM (PLEASE COMPLETE)

The Ten Informal Rules of Lobbying, or Everything You Always Wanted To Know About Lobbying, But Never Thought To Ask

1. Consider yourself an information source. Legislators have limited time, staff, and interest on any one issues. They can't be as informed as they might like on all the issues - or the ones that concern you. You can fill the information gap.
2. Tell the truth. There is no faster way to lose your credibility that to give false or misleading information to a legislator.
3. Know who else is on your side. It is helpful for a legislator to know what other groups, individuals, state agencies and/or legislators are working with you on an issue.
4. Know the opposition. Anticipate who the opposition will be - organized or individual. Tell the legislator what their arguments are likely to be and provide them with answers and rebuttals to those arguments.
5. Make the legislator aware of any personal connection you may have. No matter how insignificant you may feel it is, if you have friends, relatives, and/or colleagues in common, LET THEM KNOW. Our legislative process is very informal and though it may make no difference in your effectiveness, it may make the difference.
6. Don't be afraid to admit you don't know something. If a legislator wants information, you don't have or asks something you don't know, tell them and then offer to get the information they are looking for.
7. Be specific about what you are asking for. If you want a vote, information, answers to a question - whatever it is - make sure you ask for it directly and get an answer.
8. Follow up. It is very important to find out if your legislator did what he/she said they would. It is very important that you then thank them or ask for an explanation as to why they did not vote, as they said they would, etc.
9. Don't "burn any bridges". It is very easy to get very emotional over issues you feel very strongly about. That's fine, but be sure that no matter what happens you leave your dealings on good enough terms that you can go back to them. Remember, your strongest opposition on one issue may be your strongest ally on another.
10. REMEMBER YOU ARE THE BOSS! Your tax money pays legislators' salaries, pays for the paper they write on, the phone they call you on. YOU are the employer and they are the employee. You should be courteous, but don't be intimidated. They are responsible to you and nine times out often, legislators are grateful for your input.

(From the Maine Women's Lobby)

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FREQUENTLY ASKED QUESTIONS

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Q. Where do I *find* the text of a bill pending before the Legislature?

A. We do not yet publish the text of pending legislation on the Internet. It is a matter that is currently under discussion.

Copies of the printed bills are available from:

The Legislative Document Room
Room 428
State House
Boston, MA 02133
(617) 722-2860

The Document Room does not have a mail facility, so please send them a self-addressed stamped envelope with your request.

Q. How can I find how my legislator has voted on a particular issue?

A. Roll Call votes are recorded in the journal of the branch that voted on the matter. The Senate Journals are available from March 12, 1998, to the present. House Journals are not yet available. If the journal you need is not available here, then copies of the corrected proofs of the journals are available about two weeks after the day of the session and can be obtained from:

The Legislative Document Room
Room 428
State House
Boston, MA 02133
(617) 722-2860

The Document Room does not have a mail facility, so please send them a self-addressed stamped envelope with your request.

Also, the Clerks of each branch maintain a book of all the roll call votes recorded in a legislative session. That book is available for viewing within their offices. The Senate Clerk is located in Room 335 in the State House, the House Clerk in Room 145 of the State House.

Q. How can I search through the text of the budget?

A. The table of contents page for each of the last two year's fiscal budgets have a search feature built into them. You can find the Fiscal 1999 budget at http://www.magnet.state.ma.us/legis/senate/99budgetlcontents.htm. You can find the Fiscal 1998 budget at http://www.magnet.state.ma.us/legis/senate/98budgetlcontents.htm.

Q. When were the files I view last updated?

A. The date to which all but the General Law files are up-to-date is published on the General Court's House Page (http://www.magnet.state.ma.us/legis/legis.htm). The date to which the General Laws are up-to-date is published on the home page for the General Laws (http://www.magnet.state.ma.us/legis/laws/mgl/index.htm).

Q.How often is your information updated?

A. We are currently running a procedure which provides nightly updates of the General Court's files. Accidents do happen and bad actions can get posted on a bill (or actions may not yet have been posted when we converted the files), so please be sure to verify your information (especially if there is no journal page posted after the action).

Q.How can I search for a particular General Law?

A. There is a search facility to perform Boolean searches included on the home page for the General Laws (http//www.magnet.state.ma.us/legis/laws/mgllindex.htm). It is located just after the listing of the five parts that comprise the General Laws. The results of the search will provide you a link to the files that satisfy the search as well as show you the first 250 characters of the text of the files that satisfy your search. Search results will also provide a further search box to diversify or help narrow your search.

Learning the Budget Process
Timing is Everything in Politics

No one has time to waste. In order to be an effective advocate, it is important to know the Legislative cycle and how and when to impact the process. The budget is the most important bill to move through the Legislature each year. Understanding the budget process can enable advocates to act with the "biggest bang for the buck."

The Massachusetts budget runs on a fiscal year cycle that begins July I and ends June 31. The following time plan is useful for advocates planning their legislative calendars.

September - December

Where is the budget?

The Administration begins the budget creation process. Each agency and department submits a budget to its executive office. For example, the Department of Mental Retardation, Massachusetts Rehabilitation Commission and Massachusetts Commission for the Blind identify their priorities and submit their budgets for the next fiscal year to the Executive Office of Health and Human Services (EOHHS). Then all the Executive Offices, e.g., Health and Human Services, Consumer Affairs, Elder Affairs, submit their budgets to the Executive Office of Administration and Finance, which prepares the Administration's (Governor's) version of the total state budget. Sometime during this period the Administration holds open budget hearings, and takes public testimonies.

What your agency should be doing

Meet with the commissioners of your respective agencies to request that your priority issues become the priorities of the respective Commissioners and the Secretary of Health and Human Services. Prepare position papers and provide resources to support your issues. Begin to meet with those legislators who have been consistently supportive of your issues to share with them the priority issues of your agency. Also, attend budget hearings, and if possible arrange to testify.

What you should be doing.

This is a good time for families to send letters to the Commissioners, the Secretary of Health and Human Services and the Governor's office. Describe the needs of your family. For example, if you need after school care to keep your family member home, tell them this. If you need a ramp, a tutor, or a full residential program, explain that too. Personal letters are a very effective weapon in the advocacy arsenal.

In the Legislature -- Families and local ARCs take on the critical role of laying the grassroots constituency groundwork with Senators and Representatives. Get to know your legislators! Meet with them, call them, write them. Tell them what your needs are,

that you are going to need their help when the budget comes before the Legislature. Also, visit those legislators you don't know very well. It is always important to cultivate new legislative supporters. It is only human nature that legislators are most responsive to people they know. If possible, get to know them before you ask for millions of budget dollars.

January – March

Where is the budget?

According to the Constitution of the Commonwealth of Massachusetts, the Governor must present a proposed budget for the next fiscal year to the legislature by the third Wednesday of January. Copies of the Governor's budget, known as House 1, are available to the public in the State House (Document Room 428). The Governor's proposed budget goes first to the House Ways and Means Committee for review and consideration. The Legislature does not have to agree with the amounts in any of the line items in House 1, and in fact, the House and Senate will likely propose their own versions, often using House I as a baseline. But it is always helpful if your priority issue is already in the Governor's budget. The House Ways and Means Committee will schedule public hearings and take testimonies from groups and individuals prior to releasing a budget document to the full House.

What your agency should be doing.

Move into full campaign mode. Attend public budget hearings and if possible, arrange to testify. Contact legislators; initially concentrate on House Ways and Means members, but by mid-February move on to the full House of Representatives. It is helpful to do an analysis of the budget comparing last year's line items to this year's as well as identify trends, initiatives and priorities of the administration. Most advocacy groups then concentrate on increasing the amounts in each line item according to the identified budget priorities. But you can also work to strike language that is deemed harmful to you population. If possible, organize weekly visits to the State House to advocate for your priorities. It is important to provide fact sheets and other supporting documents to legislators and their staff.

What you should be doing.

This is a critical time to contact your legislators. Call them, write letters, and meet with them in their district offices or at the State House. Again, tell them about your family and what your needs are. Most legislators have little or no knowledge of your particular issue. If the only constituents they hear from are those families who want to keep their family members in a large institution, this is how they will vote. THEY MUST HEAR FROM YOU.

April - June

Where is the budget?

In spring the House Ways and Means Committee releases its version of the proposed state budget to the full House of Representatives for deliberation and debate. During this time the House can, and often does, amend the House budget. After the budget is passed by the House, it is sent to the Senate Ways and Means Committee. The Senate has the right to put together its own budget; it does not have to agree with either the House or the Administration versions. The Senate Ways and Means Committee will hold public hearings and take testimonies before preparing its version of the budget and releasing it to the full Senate. As in the House, the Senate amend, strike, or add sections prior to passing the budget.

Generally, the House and Senate pass differing versions of the budget. A six-member Conference Committee (made up of the House and Senate Ways and Means chairs and vice chairs, and a senior minority member of each chamber) convenes to resolve differences and draft a compromise budget proposal. The Committee releases the compromise budget for a full vote. The House and Senate vote; upon enactment the budget is sent to the Governor for his signature.

What your agency should be doing.

Work directly with legislators and their staff to influence policy. Provide fact sheets and other supporting documents. Meet with as many legislators and staff as possible to advocate for your priorities. Continue to organize weekly visits and urge as many people as possible to join you. Attend budget hearings and, if possible, arrange to testify.

What you should do.

Call, write and visit your own senators and make your case. It is very important that you contact your legislators.

July - August

Where is the budget?

After the Governor receives the enacted budget, he has ten working days to sign it into law. (This period often extends into early August.) He can veto line items and/or strike language and dollar amounts. The Legislature can override the Governor's vetoes. However, the Speaker of the House of Representatives and the President of the Senate must agree to take up each veto for an override vote. Overrides require a two-thirds vote of both the House and Senate.

What your agency should do.

If you want the Governor to veto certain items, write to the Governor requesting those line items or language you want vetoed. Alert organization members if there are issues

or language that is harmful to the persons you represent and ask them to call the Governor's office and urge vetoes of those items. If your want the House and Senate to override a veto, call and meet with individual legislators, as well as with the offices of the House Speaker and Senate President.

What you should do.

If you receive an alert that there is language in the budget that would be harmful, make individual constituent calls to the Governor's office. These calls can impact the likelihood that the Governor will veto an item. If your want the House and Senate to override a veto, make individual calls to legislators, as well as to the offices of the House Speaker and Senate President.

Good luck with your advocacy efforts!

KEY TO A SUCCESSFUL MEETING THE KEY TO A SUCCESSFUL MEETING ... PLANNING

The purpose of a meeting with your Senator or Representative is to persuade him/her to support your issue, bill cause, etc. Since the opportunity is an infrequent occurrence you will want to make every minute count. The following planning steps have been proven useful to participants at prior training sessions. Once you have decided who will attend the meeting with you, include them in a planning session to structure the agenda you will follow during the meeting.

ATTITUDE: Think of your legislator as an honest, intelligent person wanting to do the right thing. Try to understand that he or she has to make decisions about thousands of issues during a legislative session and has limited time to spend on any one issue. Consider yourself an information source about the special issues affecting individuals with disabilities. Try to "package" the information in a way that will be remembered; usually an anecdote about one individual will be more powerful than a page of statistics.

ISSUES: Use fact sheets, or issue papers. Decide how you will briefly introduce each of the issues during the meeting. Use personal stories to illustrate the impact on your life.

WHO WILL SAY WHAT: Each person in your group will want to say something about the issue. Decide in advance who will say what. Consider one person being the lead spokesperson, introducing everyone and keeping the discussion moving. If you plan an article for your local newspaper or affiliate newsletter try to get a quote from your Senator or Representative.

FACTS: You will not be able to include all the information from the fact sheets. Decide in advance which facts/data/statistics you will use to make your points.

QUESTIONS: Anticipate questions from your legislator or the staff member, and have the answers ready. If you don't know the answer to any question, say "I don't know that answer, but I'm sure I can get the information for you." (And then let someone know so that the answer can be obtained.)

OPPOSITION: Recognize that there are at least two sides to every issue and be open and candid about what "the loyal opposition" might have said. State your views and the reasons for your position.

WRITTEN MATERIALS: Decide what written material to leave to be referred to later. A brochure about your parent group or organization, newspaper clippings about individuals needing services, etc. could be added to the fact sheets. Leave your name, address and telephone number so you can become a contact person.

PERSONAL CONTACT

One of the most effective ways to influence the decisions of a legislator is personal visits. Frequent contacts are necessary to associate your face and name with your cause. Whether you plan to meet one-to-one or with a group, plan the meeting and develop an agenda to cover all the points you wish to make. Pick just one or two issues to discuss. If it will be a first time meeting, select an issue about which he/she may be sympathetic - or at least open minded.

Here are some simple steps to follow:

- Make an appointment. If you drop by without an appointment, you may wait, or you may force him/her **to** postpone something else, thereby creating negative feelings before you begin. **BE ON TIME.**

- Always introduce yourself, even at a second or third meeting. Don't put the legislator in the awkward position of having to grope for your name.

- Get down to business quickly Begin on a positive note State the Bill number, title and author, or stale the issue, your position, and what you want his/her to do.

- Thank him/her for previous support. Legislators like to know that you know their record. If you don't know the record thank him for taking the time to meet with you.

- Be specific, be clear and be simple. Provide information about how this issue impacts his/her constituency and people throughout the state. Use fact sheets, charts, statistics, etc.

- Use personal stories and anecdotes. Remember, your job is to persuade and a personal story will leave an image that the legislator will remember when he/she votes on the issue.

- Ask what you can do. Ask if you can provide further information, arrange a tour of a program, contact others.

- Leave written materials. Your legislator will tile the materials and refer to them when questions come up later and/or when he/she votes on the issue.

- Thank him/her again.

YOUR LETTERS COUNT

Your letter is a permanent record of your position. In a letter writing campaign, ten, twenty or fifty letters can be perceived as a groundswell of support. Timing is important - your organization will alert you. If you write too soon, you may not capture the attention of the legislator, and if you write too late, the decision may have already been made. Most legislators are conscientious about their mail and consider the views of their constituents when they deliberate an issue.

HOW TO WRITE:

- Write your own letter. Use your own words to express your thoughts. Use personal stationary or business letterhead if possible. Typed letters are easier to read, but handwritten letters are acceptable if they are legible.
- State your reason for writing. Explain how the issue affects you and those around you. Remember the personal anecdote.
- Use the Bill number, author and title, if you are writing about legislation.
- Clearly state what actions you are seeking - support or oppose.
- Refer to research, data, statistics, etc. Give your legislator good reasons to support your position.
- Be reasonable, specific and positive. Don't engage in threats or ask the impossible. Ask your legislator to state his/her position on the issue in a written reply.
- Thank your legislator for the time and attention, for the support for the vote. Put your return address in your letter. Envelopes can be thrown away.
- Send copies of your letter to your organization so that they can maintain a file of all correspondence.
- Write again. When you establish a record of correspondence you will develop clout on future issues.

Your personal Stationary

SAMPLE LETTER TO LEGISLATOR

DATE

Legislator Room #
State House

Boston, MA 02133

Dear (Name of Legislator)

I am asking for your support of H2902, *An Act To Support Citizens With Disabilities and Their Families*. This bill is meant to increase the responsiveness of human service and education agencies in the way they serve individuals with disabilities or chronic illnesses who are looking for home based flexible services.

(insert a paragraph that briefly describes your family's situation. Describe the services your family could use that would make you family's life easier.)

People with disabilities want to live at home with their family. To do so is cost effective and humane.

I hope we can count on your support.

Sincerely,

Your Signature
Name
Address
City, State Zip Code
(Area Code) Phone Number

SAMPLE PHONE SCRIPT

CALLER - Hello, Pd like to speak with (name of legislator), Pm a constituent (give name and address).

STAFF - He/She is not available right now, could I or (staff) help you?

CALLER - Yes, thank you. I want to urge (the legislator) to support House 2902, *An Act to Support Citizens with Disabilities and Their Families.* This bill is very important to me. I am disabled or I am a parent of a child with a disability (tell the staff person what the bill would mean to you.)

STAFF - I'll relay yo r concern to the legislator.

SAMPLE TESTIMONY

House 2902 - An Act to Support Citizens With Disabilities and Their Families

Good morning. Thank you for giving me the opportunity to testify. My name is Charlotte O'Brien and I wish to testify on House 2902, *An Act to Support Citizens with Disabilities and Their Families.*

This bill has been chosen as the top priority bill by the Massachusetts Disabilities Council because for too long there has been a tendency by government to spend too much money on keeping people in out-of-home placements and not enough money to keep people in their own home. It is our intent to encourage agencies, to allocate monies so that families are able to keep a family member with disabilities at home.

We are requesting that each EOFIHS agency that services persons with disabilities create an Individual and Family Support Program to provide consumer guidelines for agencies to use when developing family supports. We are asking the Department of Mental Retardation and the Department of Public Health to act as lead agencies in forming plans and support programs.

(Give some facts) Currently in the Department of Mental Retardation approximately fifty percent of all its resources go toward serving five percent of the population due to the Department's priority of funding people in large institutions.

(Give a specific example) My family requested that the Department of Mental Retardation provide someone to drive my daughter to a dance on Friday nights because I am no longer able to drive. We were, happy to keep her at home, but she needed more opportunities to see her friends. However, the only choice we had was nothing or to put her on a waiting list for a group home. The driver would have cost at most *$750.00* per year. The group home they wanted to put her in cost *$45,000* per year per person. There has to be a better way to provide care. It should not be all or nothing.

(Give conclusion) We are asking for more consumer involvement in the way decisions are made. Good supports are essential for people with ~disabilities or-chronic illnesses to live in their own homes comfortably or keep a family together, but government has not made this a priority.

This bill is not asking for any additional money, we are asking for a shift in the way decisions are made and priorities are chosen.

Finally, I support H2902 and ask you to give this bill an Ought to Pass.

Thank you for giving me the opportunity to testify before you today. If I can provide any further information, I have attached my name and phone number.

Sincerely,

Your Signature

Name
Address
City, State Zip Code
(Area Code) Phone Number

Your personal Stationary

SAMPLE LETTER TO EDITOR

DATE

Editor
Local Paper Name
Address
City, State Zip Code

I am writing to urge your support of H2902, *An Act to Support Citizens with Disabilities and Their Families.* (Briefly explain the status of the bill) This bill is currently in the House Ways and Means Committee and I am urging the public to let the House members know they support bill.

(Explain what this bill would do) This bill will coordinate existing resources in each Executive Office of Health and Human Resource Agency by creating an Individual and Family Support Program within each agency with its own budget line. The intent of this legislation is to shift priorities from an agency base to a home base so that consumers and families have more flexible supports, including respite care, personal care attendants, after school care and other such services that allow people with serious disabilities to live at home.

People belong in their own communities. We need your support to assure that everyone has the opportunity to do so.

Thank you.

Sincerely,
Your Signature

Name
Address
City, State Zip Code
(Area Code) Phone Number

MDDC ADVOCACY TRAINING WORKSHOP
PARTICIPANTS QUESTIONNAIRE & EVALUATION

WE APPRECIATE YOUR TAKING A FEW MOMENTS TO FILL OUT THIS QUESTIONNAIRE AND EVALUATION SO THAT WE MAY LEARN FROM YOUR EXPERIENCE AND IMPROVE THE QUALITY OF FUTURE WORKSHOPS. THANK YOU FOR YOUR PARTICIPATION.

NAME:_____

ADDRESS:_____

CITY/TOWN:_____

PHONE: _____

STATE REPRESENTATIVE:_____

SENATOR:_____

Are you a current member of a disability group?
Yes_____ No_____

i.e., Independent Living Center, United Cerebral Palsy, Arc

Please Identify:_____

How would you define yourself? (Check all that apply.)

A Consumer of Services:_____ An Advocate:_____

A Parent:_____ A Friend:_____

Have you ever been to the State House? Yes_____ No_____

Have you ever met with your legislator? Yes_____ No_____

If Yes, please describe: Who, When, Where_____

_____

_____

Have you ever participated in passing a bill or budget issue?
Yes_____ No_____

Have you ever written a letter to a politician?
Yes_____ No_____

Have you ever worked on a political campaign?
Yes_____ No_____

Overall, I found this training session: (check one)

Exceeded my expectations_____

Met my expectations_____

Disappointing_____

The information presented was: (choose one from each column)

Too specific_____ Too advanced_____

Adequately covered_____ Just right_____

Too general_____ Too elementary_____

Was the length of the training adequate?

Too long_____ Adequate length_____ Not long enough_____

The most useful element of the training session was: (please be specific)

_____

_____

The least useful element of the workshop was: (please be specific)

_____

_____

Please give suggestions on what might be included in future sessions.

_____

Example of a Successful Coalition in New York State

Submitted by Maria Dibble
Southern Tier Independent Living Center
Binghamton, NY

EXAMPLE OF A SUCCESSFUL COALITION

About ten years ago, New York's Governor proposed very significant cuts to home care, which would have been extremely detrimental to people with disabilities. The Association representing the majority of CILs in the state, took the following steps to fight the cuts and to implement some much needed reforms:

1. We contacted consumers, family members/friends, etc.; disability rights organizations; CILs; organizations representing disabled veterans; agencies serving children and senior citizens; unions representing home care workers; home care providers; etc. and invited them to a meeting.

2. We laid out the Governor's proposal, our concerns and our goals for the coalition.

3. We obtained a commitment from attending members to either support or actively participate in the coalition (the goal being to get as many names on our letterhead as possible to show a very broad base of support for our agenda).

4. We chose the name "Long Term Care Action Coalition" (LTCAC), and developed a mission statement and statement of principles to be used in publicizing our group and recruiting new members. (Both statements can be found at the end of this section on Coalition Building.) We also decided to call the "continuum of home care services" "Personal Assistance Services" (PAS) to better reflect our position on the issues.

5. Over the course of several months, we researched different PAS models across the country, gathered data on the cost of various programs in NY, selected and/or modified the models which best fit our philosophy, and wrote/amended/finalized our position paper.

6. We then circulated our paper to all pertinent legislators and government officials, including: Governor's key staff; Chairs and members of the Senate and Assembly Committees on health, Social Services; Aging; Finance; etc.; Department of Health; Department of Social Services; Division of the Budget; etc.

7. We arranged meetings with key legislators and began a two-year effort to fight cuts while educating them about our issues and proposals and implementing reforms.

8. The Governor's office requested a meeting with us to follow-up on our paper and to get our input on other PAS related policies.

9. Our paper was very well received by everyone. We heard comments regularly to the effect that "I may not agree with everything in this paper, but it shows an extensive effort to outline the issues and to present reasonable alternatives to the current system." Statements like this demonstrated to us that we had established strong credibility with legislators, and that they would not lightly ignore our concerns.

10. We managed to stave off cuts in the first year, and by the end of the second year were successful in passing legislation to establish a permanent Consumer Directed Personal Assistance Program in the state. Additionally, Since then, no governor has proposed any home care cuts which would have a detrimental effect on consumers.

11. There were times when our efforts seemed fruitless, like we'd never get the legislation introduced or adopted, but it was then that we would implement phone and letter writing campaigns, conduct rallies, hold press conferences, etc.

12. One of the most memorable events, and a turning point in our advocacy efforts, was a day when we held a press conference on our concerns. Almost no media showed up, and those that did told us that the Governor was holding a press conference which conflicted with ours. About 30 of us decided to take our issues to the Governor. We waited outside the room until his press conference was over and then told one of his staff that we wanted to speak with the Governor. Meanwhile, we were surrounded by the media, who were eager to hear our concerns.

    To our surprise, the Governor came out to talk with us. One of our members, a significantly disabled person who used a service dog and who was an outstanding advocate, went up to the Governor and handed him a ring of keys, saying, "You might as well take these, because if your cuts go through, I won't need them. They are the keys to my apartment, office, and van, but without home care I won't need those things because I'll be in a nursing home. It was a very powerful moment, capturing the imagination of the media, and making the Governor speechless (a state he seldom experienced). The next day, the Governor rescinded his proposal to cut Home Care and later in the session CDPA was past and signed into law by the Governor.

MISSION STATEMENT

The Long Term Care Action Coalition (LTCAC) is comprised of advocates from around the state including representatives of senior citizens, children, independent living centers, people with AIDS, people with Alzheimer's, and more. We provide a means by which the people most affected by long-term care--the people who use it--can bring about state-of-the-art Personal Assistance Services (PAS) that meet the needs of New Yorkers of all ages with all disabilities and chronic diseases (including cognitive impairments and limitations). To that end we research and recommend ideas for regulatory reform, innovative service models, and public education strategies.

Statement of Principles

The Long Term Care Action Coalition asserts that the following principles are essential to a comprehensive consumer-responsive and -controlled personal assistance services program.

1. PAS is necessary for society as a whole, because it enables senior citizens, children, and people with disabilities and chronic diseases (including cognitive impairments and limitations) to lead productive lives in the community, and avoid dependence on welfare and institutional programs. PAS is a right, not a privilege.

2. As the Americans with Disabilities Act asserts, no individual should be forced into or kept in an institution due to lack of resources, high costs, substandard or non-existent services or arbitrary eligibility limits.

3. All PAS users should have the right to appeal service decisions.

4. PAS will serve people of all ages, from infancy on, when the person's functional and/or cognitive limitation(s) necessitate the services.

5. PAS services will be provided in any setting deemed appropriate by consumers to facilitate participation in all aspects of community life.

6. PAS users, or their chosen representatives where applicable, will be advised of and educated about the entire continuum of PAS services available so that they can make informed choices and be active partners in the provision of services.

7. PAS users, or their chosen representatives where applicable, will be able to select from a variety of PAS models which together offer a choice of various degrees of user control.

8. All information about PAS services, options and procedures, as well as consumers' rights and responsibilities, will be available in accessible formats and appropriate languages.

E. Meeting with Public Officials

People with disabilities and their families don't have the money that big lobbies (like nursing homes, the state employees' union, hospitals, etc.) do. But we do have our stories and our "people power". One of the best ways to use this is to meet with our public officials. Here are some tips:

1. Identify officials with the power to do what you want (end institutionalization, preserve community services, etc.). They may be federal senators or representatives, state senators or assembly persons, the Governor, or people who run the state budget office or state agencies. Check with your state legislature to see if they have a directory of representatives. The directory will probably include telephone, fax, email and address information, along with who chairs or sits on which committees. This information is usually also available online.

2. Set up a meeting with the official or an aide. Often, the aides do the work anyway and are therefore more knowledgeable, so don't be discouraged if you can't see the legislator. Aides are usually very good about conveying information to the representative.

3. Plan your presentation and bring supporting documentation/data (brochures, policy/position statements, etc.). Do not assume they know who you are, who you represent or what the impact of the issue is on you or the people you represent. Most legislators will give you only about fifteen minutes, so be concise but informative.

4. Know the facts. Nothing makes a worse impression on officials than inaccurate information. If the official asks you a question and you don't know the answer, it is best to be honest and say as much, (it simply isn't possible to anticipate their questions or know every related fact and figure). However, make note of the question and tell them you'll get back to them with an answer. Follow-through is critical to develop and/or maintain credibility, so be sure that you'll be able to keep any promises you make.

5. If you are part of a large group or coalition, be sure all of you are delivering the same message. Then split up the list of officials who need to hear from you. It is best to have people visit the officials who represent the area where they live. But if no one in your group lives in a district represented by a key official you need to see--say the chair of the legislative committee that controls education funding--then you should send someone else knowledgeable about the issue.

   It is best to have at least two people attend the meeting, more if possible. Inform the appointment secretary of the number of participants so that they will have adequate space. It would be best to have people affected by the issue under discussion actively participate in the meeting, to tell their personal stories and how the issue will affect their lives. Also, send your most experienced and knowledgeable advocates to the meetings with key legislative chairpersons or others in leadership positions, since these are the people who will probably have the most impact on policies/legislation.

6. Remember, these people work for you. You vote them in (or out of office) and pay their salaries. Most of them know that, and will listen to you. They need to see, in person, the people affected by their decisions, and to know what effects their decisions have on people's lives.

F. Public Forums

Public forums are an effective way to focus attention on an issue, especially if media are present. Here are some tips:

1. The location must be physically accessible to people with disabilities.

2. Sign language interpreters must be provided for Deaf attendees. Even if no Deaf people sign up to testify, interpreters must be present if the event is open to the public.

3. All materials distributed at the forum should be available in a variety of alternative formats (including cassette tape, large print, computer diskette and Braille).

4. Hold the forum in the evening, or start late in the afternoon and run into the evening, so parents and working people can attend.

5. Invite pertinent officials to participate in the forum, by sitting on a panel to observe and listen to people's concerns. Panelist can be given three to five minutes to describe their positions on the issue under discussion, but do not allow them to make lengthy speeches or pander to the media.

6. Sponsorship by a coalition, rather than a single group, is most effective. Representatives of the member groups should hold several planning sessions before the forum.

7. Select a moderator who will keep things moving. This should be a person with a disability experienced in public speaking if possible.

8. Because the media usually come at the beginning of the forum, you should select spokespersons who agree to be interviewed, and begin with effective speakers who can address different aspects of the topic.

9. Make every effort to pack the room. A small room that is full is better than a large one that isn't; even better is a large room full of people who want to be heard. A coalition can help here. If several groups and agencies are involved, they will get people there. Also very important: Plan the forum with lots of advance notice--at least a month ahead. People have busy schedules, and for many people with disabilities, arranging transportation and attendants to get to a meeting is difficult and takes time.

10. Have sign-up sheets for speakers and for mailing lists for future activities. This is also a good time to get petition signatures (although remember, petitions aren't nearly as effective as individual, personalized letters).

11. Limit testimony to three to five minutes, and make sure the time limit is enforced.

12. Ask those who testify to also provide their comments in writing, on tape or in another format that is easy for them. Not all will be able to do this, but you will get at least a few.

13. Summarize each person's speech, and assemble written materials people submit, petitions, and any press clippings that result. You might also videotape the event (edit it down to a half-hour or so) and send the info to all pertinent local, state or federal officials.

G. RALLIES AND PUBLIC DEMONSTRATIONS

Another very effective tool in your advocacy arsenal is rallies/demonstrations. These are a way to get the attention of public officials and the media. Below are some suggested tips for a successful event:

1. Logistics: Make sure that you have materials in accessible formats; sign language interpreters for the event; a good Public address system; parking for event participants; volunteers to distribute literature to passersby.

2. Arrange the event with two-three weeks notice if at all possible, and distribute an announcement to as many people and agencies as you can. Make sure to include: date, time, location, parking info, and theme of event.

3. Hold the event in as public a location as possible, where you will be seen by officials as well as members of the public.

4. Obtain a permit to hold the rally from the appropriate entities (this could be the local police, city hall, etc.) depending on where the event is to be held.

5. Come up with a theme for the rally and be creative! For example, in fighting home care cuts in NY, advocates set up a mock hospital emergency room, with IV drip, gurney, blood pressure cuff, etc. We had people with disabilities transfer onto the gurney to be examined, because the lack of home care was causing many health problems for consumers. Rally participants carried signs indicating the various problems people with disabilities would experience if the cuts went through (examples: "bed sores", "poor nutrition", "bladder infections", etc.). It was held in our legislative office building, (by coincidence very near the first aide station).

   During the rally a nurse came over and started helping with the action by taking people's blood pressure. This was not planned, but made a great visual for the cameras! Additionally, we had exceeded the time for our permit and a police officer

came to chase us away. When he heard what the rally was about, he said, "My mother uses home care. This isn't good." He then turned around and walked away. We also held a rally on the Capitol steps protesting cuts in state CIL funding. We used the theme of "keys" and had posters cut in the shapes of keys in bright florescent colors. The slogans on the signs were: "IL, Key to Independence"; "IL, Key to Jobs"; "IL, Key to Deinstitutionalization"; etc. We hung the keys on a string across the top of the steps, and they could be seen from a very long way off. The media loved it.

6. Send out press releases two or three days before the event, and then call the media to remind them on the day of the demonstration. Contact radio, television, cable access stations, newspapers, etc.

7. Have an MC for the event that can keep people shouting slogans and the crowd loud and energetic. It should also be a person who can adlib at a moment's notice, since there is almost always a speaker who either doesn't show, or who is late, etc.

8. If the event is sponsored by a coalition, make sure that different members have an opportunity to speak. You may also want key legislators to speak on the issue. As a rule, it is best to invite representatives from both parties to speak, even if one side is not a supporter. They will most likely not accept your invitation, or they will come and be forced to confront a crowd of constituents who oppose their positions, either way doing no harm to your cause.

9. Limit speeches to two or three minutes or you'll lose the press, and try to keep the entire event to 30-45 minutes.

10. Schedule your most prominent or important speakers first, since the media is more likely to be there at the beginning rather than the end of the event.

11. Make sure that there are lots of posters and visual displays, (the media loves this).

12. Bring press packets containing the press release, supporting documentation, brochures, etc. related to your issue and position.

H. CIVIL DISOBEDIENCE ACTIONS

Civil disobedience is different than a rally, since it is usually an illegal assembly intended to get the attention of the media and officials by attracting the police, disturbing the operation of an office or area, and creating enough of a disruption to possibly get arrested. It is not a tactic for everyone, but for those who are willing to participate, it can be a very empowering and energizing experience. Such activities as sit-ins (occupying an office and refusing to leave until you get some demand(s) met); creating a human chain across a road or key passageway in a building; etc. are examples of civil disobedience actions. Below are a few tips:

1. Decide who the target of your action will be (specific legislator, governor, etc.) depending on the issue. If no individual is the target, then decide on the best way to create enough of a public display to attract the police and the media. Remember, however, that civil disobedience should be peaceful, and that no violence should be encouraged or tolerated.

2. Decide on the type of action, where it should take place and how many people you need. A civil disobedience does not require a large crowd, in fact, many are successful with fewer than a dozen participants.

3. Make sure that participants know the risks of possible arrests, fines, or even spending a night in jail. While police tend to hesitate to arrest people with disabilities using wheelchairs, guide/service dogs, respirators, etc. you should not count on this.

4. Have an attorney and bale money arranged for before the event, lessening the chance of jail time.

5. Advise participants to bring along food and their medications (especially if they need to eat at certain times, etc.). It is recommended that medication be carried in its original bottle or package, or the police may seize the medicine as an illegal drug. Don't carry things like aspirin or other over the counter medication in unlabeled containers, since these too can be used as an excuse to charge the person with possession of an illegal drug. Of course, in the end, the charge would not stick, but it is just one method that can be used to hassle and frustrate participants.

6. In addition to the action participants, have a team of supporters who do not intend to be arrested in order to run errands, contact lawyers, alert media, etc. This logistical support is crucial!

7. The simpler the event/action, the easier it will be to pull-off. Examples: Gay rights activists virtually shut down the Division of Budget in NY, by getting two dozen people to stand in the hall blowing very loud whistles. Not only did they <u>not</u> get arrested, but they got all of their demands for that day met. Another idea could be to have people fill all of the elevators and ride up and down for the day, not allowing anyone else to use them. (This would be very effective in a Legislative building with many floors, on a day when meetings, public hearings and the like are taking place.) Most recently, ADAPT activists blocked the entrance and chained themselves to the door of the Governor's office, until the press secretary agreed to meet with them at a date within the next two weeks. They too did not get arrested, and the Governor's aide said he would arrange for the appointment if they would move out of the doorway. When activists agreed and began to withdraw, one aide tried to slam the door in their faces. One participant jammed is footplates in the door and activists expressed their anger at the aide's failure to keep his word. Finally, they began to negotiate in earnest. Eventually, their demands were met and the meeting did take place.

I. INFILTRATION

One of the most overlooked advocacy strategies is "infiltration", getting people with disabilities appointed to committees, boards, commissions, and the like. This doesn't necessarily need to be a staff person from a center. in fact, consumers can and do make excellent representatives, bringing the concerns of "the people" rather than your agency to the table. By the very presence of a disabled person at the meetings, people will become more aware of the need to be accessible, to offer materials in alternate formats, etc. Additionally, the disability perspective will be considered in all policy decisions, furthering our mission in a myriad of different venues.

We also need to be a highly visible presence at public hearings, legislative sessions (at all levels), and other meetings open to the public.

J. THE POWER OF THE WRITTEN WORD

People tend to seriously underestimate the power of the written word in their advocacy efforts, (not press coverage) but rather editorials and articles in your newsletters or in other publications. The difference is that with these types of documents, you can control what is said and how.

No one likes bad publicity of any kind, and government agencies and officials are especially susceptible to this approach.

Years ago, my center was getting many complaints from consumers about our local VR Office, including: violations of confidentiality; lack of respect for consumer's choices; six to nine months delays in approvals for services; etc. I approached the VR office manager to discuss these and other issues, and he refused to cooperate or respond to us. I followed this with a long, rather scathing editorial in our agency newsletter describing the problems we and our consumers were experiencing.

Shortly after the newsletter's publication, I received a call from a VR official from the central office in Albany. (In my editorial I actually said kind things about the central office staff because a new commissioner had just been appointed) and she proceeded to scream at me (literally at the top of her lungs) about my editorial. I was stunned, not because of her attitude, so much as her lack of foresight in letting me know how effective our editorial had been. She demanded a meeting with me and my board president (not knowing that my president was one of the people who had complained about her confidentiality being violated) and I readily agreed. In the end, the local office staff mutinied, (contacting central office and reporting even more problems than I'd outlined in my editorial). Significant changes occurred over the next year, services dramatically improved, a more cooperative attitude was evident with the local office management (we'd never had problems with the counselors and those consumers referred by my center were assured of more quality service in a more timely manner. Additionally, once we succeeded we printed a very positive editorial congratulating them for the changes. The editorial is reprinted on the following pages for your information.

Other Resources

Systems Advocacy: Using Your Power to Effect Change
Brainstorming Stakeholders
Template #1

Coalitions have more power when they include groups representing diverse needs as well as groups that traditionally do not join forces.

Issue:_____

Identify stakeholders that may be potential partners.

Person or Group	Reason for Partnership

Systems Advocacy: Using Your Power to Effect Change
Articulating Values and Guiding Principles
Template #2

In any policy campaign, hundreds of decisions are made. They range from when to use a tactic or when to compromise your position.

Value

As a coalition, develop a list of words with a meaning that encompasses the reason your coalition exists.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Prioritize and group the words above.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Guiding Principles

Determine your guiding principles by setting the philosophical boundaries for your coalition. Do this by turning your words of value into statements.

EXAMPLE Value: Community

Guiding Principle: All people deserve the opportunity to reside in their communities.

Value_____

Guiding Principle_____

Value_____

Guiding Principle_____

Value_____

Guiding Principle_____

Systems Advocacy: Using Your Power to Effect Change
Developing a Strategic/Action Plan
Template #3

An effective strategic plan includes the following components. As you address these questions a plan will emerge that will lead to the accomplishment of the goals that brought you together as a coalition.

Issue: _____

What do you stand for?

Describe the coalition's values or guiding principles (Template 2).

_____

_____

_____

_____

_____

Complete a reality check. List the following:

Strengths_____

_____

_____

_____

Weaknesses_____

_____

_____

Opportunities_____

_____

_____

_____

Keep your eye on the prize. What do you want to achieve?

Goals and Objectives_____

_____

_____

_____

_____

_____

_____

What are the steps necessary to achieve your goals and objectives? This is the action part of the plan. Use the analysis you have completed on the above questions and outline your strategy. Ensure that all activities lead to the desired outcome.

_____

_____

_____

_____

_____

_____

_____

In all coalition efforts there must be a process established to assess the progress of the group. This allows the strategy to be revisited often.

Identify the method(s) you will use to monitor progress:

Systems Advocacy : Using Your Power to Effect Change
Strategies for Interacting with Policy Makers
Template #4

Below are the major factors that affect the decisions elected officials and their staff make in the course of fulfilling their policy making responsibilities.

Issue:

_____

Merit/content of the proposal. Lay out the proposal by listing the key issues and rationale.

_____

_____

_____

_____

_____

_____

_____

_____

Framing the Issue. Without deviating from your guiding principles, develop the message your coalition will use to elicit a positive response.

_____

_____

_____

Timing of the Proposal. Determine a timeline to maximize your message. Work from the action plan developed in Template 3.

Activity	Timeline

Reality Check. Indicate the realities in the following areas that will need to be addressed.

Political Realities:

Logistical Realities:

The Form of the Message. In order to maximize the time of elected officials and their staff you must determine how you will present your information. Determine which materials you will use, who will develop them and the format to be used.

Who will deliver the message? The person delivering the message often whether or not it is heard and acted on in a favorable manner.

Who will deliver your message?_____

_____

_____

Why?

_____

_____

_____

Systems Advocacy: Using Your Power to Effect Change

Planning a Public Forum
Template #5

What is the goal of the forum?

_____

_____

_____

What is the message?

_____

_____

_____

Who is invited (panel)?

_____

_____

_____

Who are the speakers and why?

Speakers	Reason
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Who is the audience?

_____

_____

_____

_____

_____

List logistical information.

Name of event_____

Date_____

Location_____

Address_____

Time_____

Coordinated by_____

IL NET Presents

Teleconference:
Coalition Building for Systems Advocacy

August 21, 2002
Participants List

Arkansas

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IL NET Presents

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Coalition Building for Systems Advocacy

August 21, 2002
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IL NET Presents

Teleconference:
Coalition Building for Systems Advocacy

August 21, 2002
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IL NET Presents

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Coalition Building for Systems Advocacy

August 21, 2002
Participants List

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johns@wdom.org

IL NET Presents

Teleconference:
Coalition Building for Systems Advocacy

August 21, 2002
Participants List

New York

A. I. M.
271 East First Street
Corning, NY 14830
Site Coordinator: **Marsha Sweet**
Number of Participants: 5
Voice: 607-962-8225
TTY: 607-937-8275
Fax: 607-937-5125
msweet@aim-auto.com

Ohio

The Ability Center
516 Perry Street
Defiance, OH 43512
Site Coordinator: **Kristina Noe**
Number of Participants 5
Voice: 419-782-5441
TTY:
Fax: 419-782-9231

Pennsylvania

CIL Opportunities
3450 Industrial Drive
York, PA 17802
Site Coordinator: **Pam Auer**
Number of Participants: 20
Voice: 717-840-9653
TTY: 717-840-9653
Fax: 717-840-9748

Pennsylvania

Center for Independent Living Central PA
415 Follow field Road
Suite 101
Camp Hill, PA 17011
Site Coordinator: **Patrick Patterson**
Number of Participants: 5
Voice: 717-731-1900
TTY: 717-731-1077
Fax: 717-731-8150

Texas

Independent Living Research Utilization
2323 South Shepherd
Suite 1000
Houston, TX 77019
Site Coordinator: **Dawn Heinsohn**
Number of Participants: 10
Voice: 713-520-0232
TTY: 713-520-0232
Fax: 713-520-5785

Vermont

Vermont Center for Independent Living
11 East State Street
Montpelier, VT 05602
Site Coordinator: **Gail Halverson**
Number of Participants: 10
Voice: 802-229-0501
TTY: 802-229-0501
Fax: 802-229-0503
gailh@vcil.org

COALITION BUILDING FOR SYSTEMS ADVOCACY

August 21, 2002

Teleconference Evaluation Form

WE VALUE YOUR OPINION! We review every evaluation form. Please give us your feedback about today's program by completing this form and mailing it back to: National Council on Independent Living; Att: Toony Buppapong; 1916 Wilson Blvd., Ste. 209; Arlington, VA 22201.

	Not at all		Average		Excellent
Was the teleconference content:					
Organized?	1	2	3	4	5
Interesting?	1	2	3	4	5
Useful?	1	2	3	4	5
What you hoped it would be?	1	2	3	4	5
Overall content rating	1	2	3	4	5
How well did the trainers know the subject?					
Corey Rowley	1	2	3	4	5
Courtland Townes III	1	2	3	4	5
How well did the trainers hold your attention?					
Corey Rowley	1	2	3	4	5
Courtland Townes III	1	2	3	4	5
How relevant were the trainers' examples?					
Corey Rowley	1	2	3	4	5
Courtland Townes III	1	2	3	4	5

Please rate the following overall:	Poor		Average		Excellent
Overall rating – Corey Rowley	1	2	3	4	5
Overall rating – Courtland Townes III	1	2	3	4	5
Overall conference rating	1	2	3	4	5
How likely is it that you will use what you learned at this training?	1	2	3	4	5

How well did this training develop your skills and knowledge for...

	Low				High
1. why coalitions are so necessary for gaining civil and human rights?	1	2	3	4	5
2. how to choose partners to coalesce with?	1	2	3	4	5
3. how to find common ground while remaining true to your mission and philosophy?	1	2	3	4	5
4. the nuts and bolts of developing and managing a coalition?	1	2	3	4	5
5. the difference in formal and informal coalitions and how to structure and finance both?	1	2	3	4	5

Please list 2 or 3 of the most important things you learned from this training.

What else do you wish you would have learned at this training?

What do you wish the training had spent more time on?

What do you wish the training had spent less time on?

What might prevent you from using the information on the job?

What would you like to see IL NET do as an on-site training?

What would you like to see IL NET do as a teleconference?

We appreciate any comments you can make that will help us do a better job:

IL NET TRAINING PROJECT

Teleconference:

Coalition Building for Systems Advocacy

Site Evaluation Form

On a scale from 1 (the lowest rating) to 4 (the highest rating), please rate your Site.

1. Did the Site Coordinator prepare the manual in the format that is accessible for you?

   Yes No N/A

   Comment:

2. Were you given page numbers in your format to correspond with regular print?

   Yes No N/A

   Comment:

3. Did you receive the training manual prior to the teleconference?

   Yes No N/A

   Comment:

4. Were you asked to participate in the Pre-Conference?

   Yes No N/A

   Comment:

5. How useful was the Pre-Conference?

1 (Low) 2 3 4 (High)

6. Were you asked to participate in the Post-Conference?

Yes No N/A

Comment:

7. How useful was the Post-Conference?

1 (Low) 2 3 4 (High)

8. Were you provided with a participants list and evaluation in a format accessible to you?

Yes No N/A

Comment:

9. Did the phone used for the teleconference have a clear connection?

Yes No N/A

Comment:

10. Did your Site Coordinator, make the teleconference accessible for you, i.e. real time captioning, interpreters, assistive listening device etc.,?

Yes No N/A

Comment:

11. What would you like to see as in-service provided by your Site?

Site Coordinators this evaluation is for your records to enhance your sites learning experience.

Please return all forms to your Site Coordinator.

IL NET Presents

Coalition Building for Systems Advocacy

August 21, 2002

Audio Tape Order Form

An audio cassette of the **IL NET** National Teleconference training is available. If you would like a copy, please fill out the order form below.

Please Print or Type

Name: _____

Center: _____

Address: _____

Telephone: _____ Fax: _____

Number of sets: _____ x $25.00 = $_____
(shipping included)

Payment Information:

Credit Card#_____ **Exp.**_____

Print Name:_____

Authorizing Signature:_____
(By signing you authorize NCIL to charge the Audio Tape to your credit card) Visa and MasterCard only.

Please mail order form and payment to :
National Council on Independent Living
1916 Wilson Blvd., Suite 209
Arlington, VA 22201
Attention: Toony Buppapong

IL NET Presents

Coalition Building for Systems Advocacy

August 21, 2002

Do-It-Yourself Kit

A Do-It-Yourself Kit of the **IL NET** National Teleconference is available. If you would like a Kit, please fill out the order form below.

Please Print or Type

Name: _____

Center: _____

Address: _____

Telephone: _____ Fax: _____

Number of sets: _____ x $125.00 = $_____
(shipping included)

Payment Information:

Credit Card#_____**Exp.**_____

Print Name:_____

Authorizing Signature:_____
(By signing you authorize NCIL to charge the Kit to your credit card) Visa and MasterCard only.

Please mail order form and payment to :
National Council on Independent Living
1916 Wilson Blvd., Suite 209
Arlington, VA 22201
Attention: Toony Buppapong

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